

INCREASING THE FOURTH GRADE STUDENTS' LISTENING SKILL

BY VIDEO CLIPS AT SD SUTRAN

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



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A THESIS

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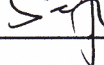
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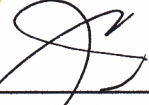
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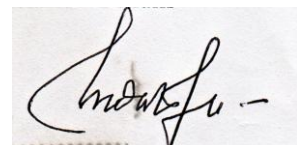
Judul Karya Ilmiah : *Increasing the Fourth Grade Students' Listening Skill by Video Clips at SD Sutran*

Menyatakan bahwa karya ilmiah ini adalah hasil penelitian saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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Penulis



Indah Setyawati

MOTTOS

“Kesuksesan sendiri tidak datang begitu saja tanpa adanya usaha, kerja keras, dan strategi yang tepat”

(Motivation Words)

Fazkurun aalaa allahahi la'llakum tuflihun (QS. Al A'raaf 7:69)

(Remember ALLAH's blessing so that, hopefully, you will be successful)

Inna ma'al 'usri yusraa (Qs. Al Insyiroh 94:6)

(There is an ease behind a difficulty)

DEDICATIONS

I dedicate my thesis for:

My beloved Mother and Father (Ibu Sutinah and Bapak Sunarto)

Thanks for your long lasting love, prayer and kindness.

My sisters (Muthmainnah and Isnaini Nurlatifah)

Thanks for the patience, big supports and prayers along my life.

My best friends (Meita, Dwi, Bintari, Wiwin, and Hepi)

Thanks for your support and advice.

All my friends

Thanks for giving spirit and for coloring my life.

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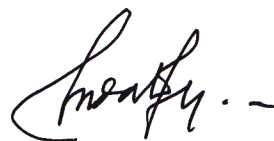
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Finally, I hope that this thesis will be useful for the students of English Education Department. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, June 2013

The Researcher

A handwritten signature in black ink, appearing to read 'Indah Setyawati', followed by a horizontal line.

Indah Setyawati

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**By: Indah Setyawati
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ABSTRACT

This study is action research that aims to increase the fourth grade students' listening skill by video clips at SD Sutran. Based on the preliminary observation, there were some problems in the listening teaching and learning process, namely the less use of media, the students' enthusiast and motivation in joining the teaching and learning process, and the big number of the class which impact in the teaching-learning process. It was concluded that the students needed something interesting which could attract the students' attention and curiosity.

This study consisted of two cycles, involving 36 students of Class IV. In conducting this research, the researcher collaborated with the English teacher as a collaborator and the students of Class IV. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' listening skill through the production exercise in every meeting. The qualitative data were analyzed using the qualitative data analysis proposed by Burns (1999). The quantitative data were in the form of students' scores in the implemented activities and the main projects. Then, they were analyzed quantitatively to find the mean in order to show the improvement of the students' achievement in writing.

The results of Cycle I show that the implementation of video clip in listening and other accompanying activities (using big pictures, realia, songs, and games) succeed in improving the students' listening ability in the teaching and learning process. Meanwhile, in Cycle II the implementation of video clips to introduce a new song to the students were successful in increasing the students' motivation and curiosity during the teaching-learning process. The findings were supported by the means of the students' listening scores which had improved from 87.23 in the pre action and 92.23 in Cycle 1 and 97.23 in Cycle 2.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for effective communication. In globalization, English has become a global language. Teaching English in this stage of childhood will help learners to acquire this language better. As stated by Yule (2010: 189) that children seem to be less constrained by affective factors like negative feelings or experiences. It is because children can quickly overcome their inhibitions as they try to use new words and phrases. Furthermore, Brewster (2002: 3) states that children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils.

There are four skills of English language learning. The skills are listening, speaking, reading and writing. The first step of learning a language is listening. Children will get a lot of input through listening as it is one of receptive skills. Listening involves responding to language. It involves making sense of the meaningful sounds as what Helgesen (2003: 24) states that listening is an active, purposeful processing of making sense of what we hear. Listening skill mastery helps children to develop their language ability. It provides the inputs to develop another skill. It shows that listening is an important skill in language learning.

Therefore, the teaching of listening skill plays an important role in the language learning process. However, the listening skill in elementary language

teaching often get a low portion. This resulted in the students' low ability in the listening skill.

The media in teaching language are very crucial to increase the students' listening skill. One of the media is video clip. Video clips provide moving pictures which can attract students' interest and make them easier to understand. However, there are still few English teacher in elementary school who use video clips as their media to increase their students' listening ability. They tend to manually pronounce the listening session or use a tape recorder to assess the students in listening skill. The same situation happens in SD Negeri Sutran. The teacher prefers to asses the students in listening skill manually. The big class also becomes a big challange for the teacher to have extra effort to manually pronounce in order the students can clearly listen.

Realizing the background above, the researcher thinks that it is important to use media in the English teaching and learning process especially listening skill. Thus, video clip is a good media since video clip serves an audio and visual moving to gain the learners' understanding. Morover, video clip consists of visual moving which can attract the students attention and motivation to enhance their understanding of input. Students' motivation is very influential in the learning process because it is related to the students' readiness to achieve the materials given by the teacher.

B. Identification of the Research Problem

There are some factors which influence the effectiveness of the teaching learning process in the classroom. Those factors are the students, the teacher, the materials, the media, and the method.

1. The Students

Students are regarded as independent individuals who have own strengths, weaknesses, attitudes, hopes, aspiration, beliefs, needs, and fantasies (Sugeng, 1997: 26). They have different interest, abilities, and behavior. The behaviour is related to the students' motivation. Students who have more curiosity tend to be active in the classroom activities but students who do not have tend to be passive and usually disturb the others.

2. The Teachers

Teachers play an important role in the teaching-learning process. A teacher in the classroom is a facilitator who can give input to the students. A teacher designs the teaching-learning process in the classroom so that the teaching-learning process becomes more interesting and makes the students learn easier. It is teachers' role to maximalize themselves as fasilitator and should not be monotonous in giving the listening materials to the students. Therefore, teacher is very crucial in the teaching-learning proces.

3. The Materials

Materials is one of some factors which influence students' motivation. The materials for young learners should be child-friendly and interesting in order to build students motivation. Students' high motivation of learning could make the

students acquire better when they learn in the classroom. Therefore, the selection of the materials should be according to the students need.

Print in Sugeng (1997: 78) mentions four criteria for selecting materials that improve the learners' interest motivation. The criteria of good materials are presented in the right form, resembled to the native language use, and arranged to the content of the materials. The materials must also have a relevance that promotes moral values and ideals of the community surroundings.

Recently problem is that the materials for listening skill in elementary school sometimes feel boring. It is because the materials given are not interesting enough so that it can result in low students motivation.

4. The Media

Media are vital components in the teaching-learning process. Media help the teacher presents the material. These used as tools for successful, motivated learning. Many things can be used as media. According to Mangal (2009: 337) the media can be classified into audio media, visual media, audio-visual media, and activity media. Audio media are media which call upon the auditory senses and thus help the individuals learn through listening such as radio broadcast and tape recordings. Visual media are media which call upon the visual senses and then help the learners learn through viewing such as pictures, maps, charts, bulletin board, etc. Audio-visual media are media which call upon the auditory and visual senses and thus help the learners learn through listening as well as viewing such as television, video clips, etc. While activity media are media that facilitate

learning through sight and sound as well as through doing in this category such as dramatization and roleplaying, experimentation in a laboratory, workshop, etc.

The use of the third media need to be optimized since this kind of media can promote students' learning motivation and enhance the elementary students understanding. Audio-visual media propose the language acquisition when the students thoroughly engaged in the making and understanding of meaning. Audio visual media can attract the students attention in order they can focus on the materials delivered. The most they pay attention to the process of the teaching and learning process, the better result they will understand the materials given.

5. The Method

Method is the technique used in the teaching learning process. A method can be appropriate for an activities but may not be appropriate for another activities. Therefore, it is necessary for the teacher to use appropriate method to achieve the goal of English teaching-learning process in the classroom.

C. Limitation of the Problem

There are some problems in the use of video clips in the English teaching and learning processes. However, due to the researcher's limitation of time, this research would only focus on the video clips to increase the students' listening skill.

The first reason is for the practical purpose. The result of this study can be readily used at the fourth grade of elementary school as supporting materials in English teaching and larning process. The second reason is for economical

purpose. Because of the study would be done in a small population, it does not need to much time to achieve it.

D. Formulation of the Problem

On the basis of the problem limitation, the problem of the study can be formulated as follow: How can the listening skill of fourth grade students of SD Negeri Sutran be increased?

E. The Objective of the Research

Based on the formulation of the problem, the objective of the research is to increase the fourth grade students' listening skill of SD Negeri Sutran.

F. Significance of the Study

The researcher expects that it will give contribution to some parties. Some of them are:

a. The English Teacher

It is expected that it will inspire the teacher to use video clips as the media to deliver the materials in the English teaching learning process of in the classroom especially in listening session.

b. The Students

It is expected that it can help the students to understand the English materials given by the teacher.

c. The Readers

It is expected that it can give the information of the reader that video clips can be a good media to increase the students' listening skill.

CHAPTER II

LITERATURE REVIEW

This chapter discusses issues that are related to the theories of the research problems. There are two parts that are discussed in this chapter. The first is theoretical review that consists of teaching English to children, teaching listening to children, media for teaching listening, and video clips to increase students' listening ability. The second one is the conceptual framework.

A. Theoretical Review

1. Teaching English to Children

a. Teaching and Learning English to Children

According to Graddol (2006: 88), English learners are getting younger across the world. It has become a consideration to promote English in the classroom in early years in order students of elementary school can learn English through acquisition. Acquisition has an important role in children language learning. Linse (2006: 12) promotes that acquisition is the natural process used to develop language skills in a child's native language. It means that children learn language unconsciously. The same situation happens in second language learning. When children learn second language through acquisition, they can learn the second language better. Children, basically, learn English slower than adult. However, children's brain is like a sponge that easily acquire new language so that children can learn second language better. That is why introducing a new language to early years of children can help them to master a second language

easier rather than adult. Furthermore, Brewster et al. (2003) states that starting to learn a foreign language several years earlier (at age six or nine instead of eleven or twelve) was simply to increase the total number of years spent learning language. It implies on the total number the children acquire a language as the long time of they learn a language can be a reason they master it.

From those theories above, it can be concluded that teaching English to children will help them to learn the language better. Though children learn the language slowly, children can acquire language better than older students. This is why teaching English in early stage can facilitate them to learn English easier.

b. The Characteristics of Children in Learning English

Children have their own characteristics in learning English. According to Halliwell (1992: 3), children in primary school are already very good in interpreting meaning without understanding the individual words. They already have great skill in using limited language creatively and frequently learn indirectly rather than directly. They take great pleasure in finding and creating fun in what they do. They have a ready imagination. They have the instinct for interacting and talk. In the same way, Scott and Ytreberg (1990: 3-5) list the general characteristics of students in primary schools. They are:

- 1) They are competent users of mother tongue.
- 2) Their basic concepts are formed.
- 3) They can tell difference between fact and action.
- 4) They ask question all the time.

- 5) They rely on the spoken word as well as the physical word to convey and understand meaning.
- 6) They are able to make some decisions about their own learning.
- 7) They have definite views about what they like and do not like to do.
- 8) They have to developed sense of fairness about what happens in the classroom and begin to question te teacher's decision.
- 9) They are able to work with others and learn from others.

In the same way, Brewster et al. (2004: 27-28) say that the characteristics of children in learning a language are:

- 1) They have a lot of physical energy and often need to be physically active.
- 2) They have a wide range of emotional needs.
- 3) They are emotionally excitable.
- 4) They are developing conceptually and at an early stage of their schooling.
- 5) They are still developing literacy in their first language.
- 6) They tend to be self-oriented and preoccupied with their own world.
- 7) They get bored easily.
- 8) They are excellent imitators
- 9) They can concentrate for a surprisingly long time if they are interested.
- 10) They can be easily distracted but also very enthusiastic.

From the characteristics explained above, it can be considered to design the language teaching and learning process based on the criteria of children in learning a language. The teacher should be able to make the children enjoy during their class. Teacher should also be able to control the class especially in a big

class of primary students. The bigger class usually needs extra effort to handle and get the students attention. Here the teacher plays an important role to manage it.

2. Teaching Listening to Children

Listening is very crucial in teaching English to children. Children learn to understand the input through listening. Children learn how to pronounce words and express something through their experience in listening. This is the reason why listening is very important in teaching English to children. As stated by Linse (2006: 25) that listening is a foundation for other skills. By listening, children are preparing to replicate the sounds when they speak. She also added that listening skills can prepare children to develop reading skills.

Teaching listening to children is not the same as teaching listening to adult. Children still need to be introduced with simple form of second language such as simple instructions and simple words. They also still need an impressive way to enhance their listening ability. The impressive way here means the materials given should be able to attract the children's interest and motivate them to exercise more. Schunk (1995) in Schunk et al. (2010: 5) states that motivation during learning is equally important. Motivation can influence what, when, and how students learn. Zimmerman (2000) in Schunk (2010: 5) adds, students motivated to learn about a topic will help them to learn, such as attend carefully to the instruction, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material.

Fourth grade students of elementary school still need to be familiarized with simple expressions and words. Here, pronunciation plays an important role. The pronunciation modelling should be accurate to give the children the correct examples to imitate. Imitation is one of children characteristics in learning language. By imitating children can learn word by word they ever listen though it can not be as fast as older students. Once children imitate how to pronounce a word, it will set to their brain and it is not easy to change their brain setting if the model of pronunciation given is not accurate. This is the reason why teacher should be careful to make sure the children get the accurate input.

3. Motivation in the Children Learning Process

Motivation is a critical factor in the classroom learning. Motivation can be defined as something that energizes and directs our behaviour (Moore, 2009: 334). Moore adds, motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is what learners themselves bring into the learning environment (attitudes, needs, personality factors, and values). This kind of motivation are often difficult to change. If there is a changing, it will change slowly. Meanwhile, extrinsic motivation originates in the learning environment. For example, rewards for doing certain activities. It will stimulate the students to work harder.

Keller (1987) in Smaldino et al. (2007: 90) defines motivation as an internal state that defines what people will do rather than what they can do. He also

describes four essential aspects of motivation that teacher can address when designing lessons:

a. Attention

Teacher can develop lessons that students perceive as interesting and worthy of their consideration.

b. Relevance

Teacher can ensure that the instruction is meaningful and meets students learning needs and goals.

c. Confidence

Teacher can design lesson that build student expectations to succeed on their own efforts.

d. Satisfaction

Teacher can address intrinsic and extrinsic rewards students receive from the instruction.

From those explanation above, it can be said that motivation here plays an important role to provide the effectiveness of the teaching and learning process. Motivation can be such a drill to make the children learn enthusiastically. It also builds their confidence to help them in the teaching and learning process.

4. Media for Teaching Listening

a. The Definitions of Media

According to Heinich et al. (1982), a medium is a conductor that distributes information from the resources to the receivers. In the same way, Smaldino et al.

(2005: 9) states that a medium is a means of communication and source of information. Media refer to anything that carries information between a source and a receiver. Examples include video, television, diagram, printed materials, computer programs, and instructors. The purpose of media is to facilitate communication and learning.

According to Newby et al. (2000: 100), media serve a variety of roles in education. The primary role is to facilitate student learning. One way they do this by providing a stimulus-rich environment. Media can provide vicarious experiences. Visuals give added meaning to words. Students can see what a new invention looks like, not just hear or read a verbal description of it. Motion media and sequential still visual can demonstrate a process. It is better if learners see a skill demonstrated before being asked to practice it. Furthermore, colour, sound, and motion can increase student interest and motivation to learn. Another role of media is their use in evaluation. It can be done by asking students to identify an object or parts of an object in a photograph, video or else.

It can be concluded that media are the channel which can be used to distribute the materials to the students. Media can ease the learners to understand the materials better which can results in the effective teaching and learning process. The goal of the teaching learning process can be achieved from the effective teaching and learning process.

b. Types of Media

According to Celce-Murcia (2001: 462), media are defined in two sorts. They are Nontechnical Media and Technical Media. Nontechnical media presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the forms of media included in this category are their low cost, their availability, and their user-friendliness. Whereas, technical media are costlier and less user-friendly than the nontechnical media, they carry with them a larger degree of psychological reality in that they can bring the outside world in all its complexities into the classroom. Items that belong in this category typically include record player, audiotape player/recorder, CD player, television, video player, telephone, filmstrip, language lab, multimedia lab, and self-access center.

From the theories above, it can be concluded that technical media can be a better way to deliver materials. It will build the students' enthusiasm and let them to attend the teaching and learning process. However the nontechnical media can be used whenever the technical media can not be used. Both of the technical and nontechnical media also can be used in the same time to provide a better way of teaching and learning process.

c. The Advantages of Media

Kempton and Dayton (1985: 28) states that learning media have three advantages. They are:

- 1) giving motivation/interest

- 2) presenting information,
- 3) giving instruction.

In addition, Nana and Rivai (1992: 2) state that the benefits of using learning media are:

- 1) making the learning activity become more interesting to the learners so that it stimulates learners' motivation.
- 2) giving clear explanation about the topic so that they helps the learners to master and achieve the learning objectives.
- 3) enriching the variation of the teaching method so that the learners will not feel bored.
- 4) giving large space for the learners to learn the materials because the not only can hear the teacher's explanation but also can do other activities such as observing, practicing, and presenting.

Based on the explanation above, it can be concluded that there are many of advantages using video clips in teaching learning process. It said in the explanation that video clips are able to motivate students in primarry school to learn. It is correlated with the students stage that primary students tend to be interested learning second language in fun way. The interesting form of video can help students to build up their way of thinking in learning English so that it will help the teaching learning process in the future.

5. Video Clips to Increase Students' Listening Ability

a. The Definitions of Video Clip

Video clip is one of the ways to teach listening to children. It is not only contains of audio but also provides visual to attract the children interest. The visual in the video clip can help young learners to correlate the words they already heard. As added by Richards and Renandya (2003: 364) that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

In the same way, Newby, et al. (2000: 102) argue that video is the display of recorded pictures on a television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video including videotapes, videodiscs, and DVD. Videos are closely associated with leisure and entertainment. It is very appropriate to be a media to teach children a second language since children basically interested learning a language through leisure.

Based on the theories above, it can be underlined that video clip is a recorded pictures and sounds which can be displayed on TV or another srceen. It can be used as an effective media to teach listening to children because it provides not only sounds but also visual moving to enhance the children understanding. The video clip will also stimulates the children to give attention to the learning process so that it results in effective teaching learning process.

b. Types of Video

Harmer (2001: 284) says that there are three basic types of video which can be used in class. The first type of video is the off-air programmes such as programmes recorded from a television channel. The second type is the real-world video such as wildlife documentary, feature films, exercise “manual” the like, and the last is language learning videos.

According to Smaldino et al. (2007: 314), types of video that can be used in teaching listening can be describe as follow:

1) Video Disc

A video disc resembles a large compact disc, or CD in which moving images and sound have been recorded and which can be played on a computer or television. A typical video disc can hold up to 30 minutes of motion video images or up to 54.000 still images, or a combination of both motion and still images. As with the CD, the video disc can be indexed for rapid location of any part of the material. However, indexed must be incorporated into the disc during production. When a video disc playback unit is connected to a computer, the information on the disc can become an integral part of a computer-assisted instructional program.

2) Video Tape

A video tape is the part of a tape or video recorder which touches the tape to record and play music, speech, etc. Video tape is also the currently preferred format for amateur video production in education. Teacher sometimes use it to record some teaching learning process in the classroom and to make own video which can be a source for their teaching.

3) DVD (Digital Video Disc)

DVD is a newer type of video medium. DVD is a compact disc format for displaying motion video. The disc is the same physical size as an audio CD but can hold enough data for full-length feature films or almost nine hours of video with high quality soundtrack. DVD provide superior sound and picture quality compared to standard video cassette.

4) Computer-Based Video

Through this kind of video, students can manipulate the images and sounds. Students can produce video and so that it can be used as evaluation.

5) Internet Video

Nowadays, internet video has spread all over the world. It can be used as the media to deliver the materials. There are live video and recorded video. The live video lead the students to observe activities in real time.

6) Compressed Video

It is used to transmit video over the internet. Compressed video can save data space by recording only the moving or changing parts of each frame. The part of the picture that are not changing are not recorded. It resulted in smaller video files.

7) Streaming Video

In streaming video, the students do not need to download the video from the internet to play it. They can watch it directly as long as there is an internet connection. The students just click on the video and the video will begin to play.

c. The Advantages of Using Video in the Teaching Listening

According to Tatsuki (1996), video as a listening tool can enhance the listening experience for students. Harmer (2007: 308) adds that a video can provide 'language in use'. This means video allows the students to see a lot of paralinguistic behaviour. For example, the students can see how intonation can matches facial expression and what gestures accompany certain phrases. Video is teaching listening because they include all the characteristics of natural spoken English language..

In advanced, Harmer (2001: 282) also says that video uniquely allows students a look at situation far beyond their classroom. Watching and revisiting the videos allow the students to practice listening skills and build up their background knowledge by learning about background culture. For example, they will see how to use body language in particular situation such as give an English instuction. Students will also hear how they pronounce English words accurately.

In the same way, Smaldino, Lowther, and Russel (2007: 316) states that one of the advantages using video is cultural understanding. It means that teachers can develop a deep appreciation for other cultures by seeing depictions of everyday life in other societies.

Harmer (2001: 282) also adds that learners motivation increases when learners learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when it is oupled with intersting task.

Newby et al (2000:17) states that video as the instructional media gives many advantages to both teachers and learners. Those advantages are as the following:

- 1) video can present materials;
- 2) video can deliver materials independently of the teacher, thus allowing students to match their own learning needs;
- 3) video can allow learners to understand materials through various senses;
- 4) video can provide learners with repeated and varied experiences with subject matter to help them construct their own understanding or meaning;
- 5) video can gain and maintain learners' attention on the subject matter; and
- 6) video can motivate students toward a goal.

Furthermore, Riddle (2003: 223) states some advantages of using audiovisual media in the classroom. They are as follows:

- 1) using video will give variation to the lesson for the purposes of maintaining interest and motivation.
- 2) using video will increase students' interests because they want to enjoy something outside the textbook; and
- 3) the visuals and sounds provided in a video make the language more memorable and the context become clear

From the theories before, it can be concluded that a video brings many advantages in teaching and learning listening. They are as follows:

- 1) Video can enhance the listening skill
- 2) Video is generally easy to understand because of the available visual class.

- 3) Video can provide materials that have the characteristics of natural spoken English language.
- 4) Video can provide class-cultural awareness.
- 5) Video can increase students' motivation.

B. Conceptual Framework

Based on the theoretical review above, teaching children in primary school is different from older students. The teacher should provide interesting materials which can attract the students' attention and make the student being motivated during the teaching learning process. The amount of meaningful input from the teacher will help them to learn second language effectively.

By using video clips in learning English, fourth grade students of SD Negeri Sutran must be able to enjoy the teaching learning process and being motivated more. The teacher can help the learners to increase their listening skill by using video clips. To achieve the increasing of the students' listening skill, the teacher and the researcher may collaboratively work to find problems and their causes. Then they try to solve the problems by planning, observing, and reflecting the activities.

CHAPTER III

RESEARCH METHOD

This chapter contains of the design of the research, research setting, participants of the research, the procedures of action research, the instruments and data collection techniques, data analysis process as well as the validity and reliability used under the study.

A. Design of the Research

The research on using video clips as the media to increase fourth grade students' listening skill at SD Sutran is an action research study. According to Mills (2011) in Mertler (2012: 4), action research is defined as any systematic inquiry conducted by teachers, administrators, counsellors, or other with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn. In the other way, Burns (1999: 30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researchers and practitioners. In addition, by Celce-Murcia (2001: 490) mentions that, action research is an approach to collecting an interpreting data that involves a clear, repeated cycle of procedures. In the same way, Kemmis and McTaggart (1988) in Burns (1999: 32) argues, action research occurs through a dynamic and complementary process, which

consists of four essential moments. They are planning, action, observation, and reflection. Below is the further scheme of action research to give clear understanding of the research process:

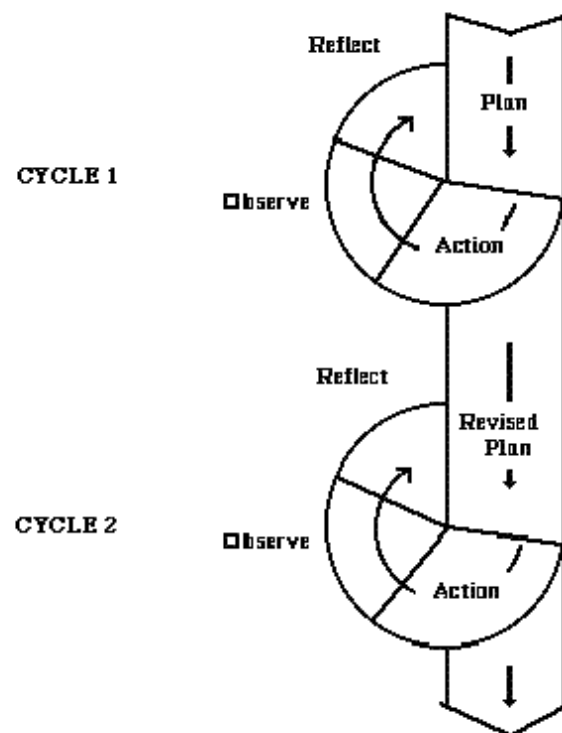


Figure 1: Kemmis & McTaggart's Action-Research Cycle (Burns, 1999: 33)

Based on the picture above, the researcher and the collaborator would collaborate and work together in collecting input about the obstacles and weaknesses of the English teaching and learning process, and then identified the research problems. After that, the researcher and the collaborator formulated a draft of some actions to solve the problems, implemented the actions, and

reflected on the outcome of the actions. In this case, these whole processes would be done in two cycles.

The type of this research can be classified into an action research. The researcher and the other research team member who was the English teacher collaborated and worked together in collecting input about the difficulties of the English teaching learning process related to the students' listening ability, identified the research problems, planned and carried out the actions, and evaluated and reflected on the actions implemented in the study.

B. Research Setting

The setting of the research would be in SD Sutran which was located in Sutran, Sabdodadi, Bantul, Yogyakarta. The location was about a half kilometre from the main road and it was beside the farmer field. Class 4, as the research objects, had 36 students. This school had some facilities which support the teaching and learning process. There are 6 classrooms, a yard, a computer lab, a mosque, toilets, a library, a canteen, and etc.

The research would be carried out in class 4. The teaching learning process in this class would be carried out 2x35 minutes in a week. The schedule of the research would be on Wednesday at 11.00 a.m.

C. Participants of the Research

The participant of this research are the researcher, the English teacher, the collaborator, and class 4 students of SD Sutran. The central subjects of this study

were class 4 students of SD Sutran. There were 36 students in this class. This class was chosen as the subject because it had the biggest number of students of all class in the school. The crowded of this class tend to be related to their focus and understanding in listening. It resulted on their listening experience which is not maximal.

D. Procedures of the Action Research

According to McTaggart in Burns (1999: 32), action research occurs through a dynamic and complementary process which consists of planning, action, observation, and reflection.

1. Planning

In this procedure, the researcher prepared the lesson plan, the materials and the research instrument. Lesson plan was the guideline of the teaching and learning process. The materials designed were in the form of video clips and hand out. While the research instrument such as the interview guideline, the pre-test scoring rubric and its criteria, and the questionnaire were designed by considering the kinds of data needed.

2. Action and observation

This research action would be carried out in two cycles. Each cycle were done in four meetings. During the action, the lesson plans, the materials and other teaching media would be used in the classroom. In this procedure, the English teacher as the research collaborator would act as an observer and take notes in the backside of the class, while the researcher would act as the action taker.

In this procedure, the plans were carrying out in the classroom. The implementation of the teaching and learning process would be observed by the teacher as the collaborator to give the researcher feedbacks on her teaching techniques. The research collaborator would also help the researcher to handle the students' disruptive behaviours.

3. Reflection

In this procedure, the researcher made an evaluation of the implemented actions. It would also involve the English teacher as the collaborator. The evaluation would be done in three ways, the first was short term evaluation which would be done in every meeting, the second one was long term evaluation which would be done in every cycle, and the last one was the evaluation of the overall practices which would be done in the end of cycle 2.

E. Data Collection Techniques

The data would be collected in the sort of qualitative and quantitative. The researcher would conduct some observation and gave questionnaire to the students. Interview and tests would also be the techniques to collect the data.

1. Observation

The researcher would conduct the observation before and during this study. The observation before this study was aimed to identify all problems in the school, while the observation during this study was to find out the increase of students' listening skill.

2. Questionnaire

Using questionnaire was the simplest way in collecting the data. It was used to find out the points of view about the teaching and learning process of listening skill in the school.

3. Interview

The researcher would conduct some interviews during this study. The researcher would interview the students and the collaborator in-depth. It aimed to collect their opinions of the technique used in this study and the students' listening skill improvements. The results of this interview would be presented in the form of interview transcriptions.

4. Tests

It was used as media to get information whether there would be improvement of the students' listening ability or not after the action given on students.

F. Data Collection Instruments

In order to gain the valid data, the researcher would use an observation guideline, an interview guideline, and a recorder as the research instruments. The observation guideline would be used in the reconnaissance to find out the existing problems. The interview guideline and the recorder would be used in the reconnaissance and reflection.

G. Data Analysis

The data of the research in the forms of observation results and interview transcripts would be analyzed based on the qualitative data analysis. The qualitative data would be analyzed in four procedures. They are:

1. Collecting the data

In this procedure, the researcher would collect all the data such as interview transcripts and field notes.

2. Data Reduction

In this procedure, the researcher would select, limit, simplify, and transform the data by summarizing or paraphrasing the interview transcripts and field notes.

3. Data Display

In this procedure, the data that have been reduced would be then organized and compressed. The data display of this research would be in the form of field notes and interview transcripts.

4. Conclusion Drawing and Verification

The conclusion would be gained based on the results of the students' performance, field notes and interview transcript. In this procedure, the researcher would work with the other researcher in the field to obtain the valid finding.

H. Validity and Reliability of the Data

Based on Anderson *et al.* (1994) in Burns (1999: 161-162), there were five validity criteria that can ensure data validity of action research. They were

democratic validity, outcome validity, process validity, catalytic validity and the last one is dialogic validity. Democratic validity was related to the extent to which the research was truly collaborative and allows for the inclusion of multiple voices. Outcome validity was related to the notion of actions leading to outcomes that were successful within the research context. Process validity was related to the extent which raised questions about the process of conducting the research. Catalytic validity was related to which the research allowed participants to deepen their understanding of the social realities of the context and how they could make changes within it. Dialogic validity was related to the process of collaborative enquiry or reflective dialogue with the collaborator.

However, the researcher would use three validities in this research. They were democratic validity, process validity, and dialogic validity. In order to get democratic validity, the researcher would give opportunity for the English teacher and the students in the school to give their opinions and responses to the actions. After that, to get dialogic validity the researcher would have some dialogs with other researcher and did a peer review. Then, to gain process validity, the researcher would collect the data by doing observation and note during the research process. The researcher would note anything that would happen in the teaching learning process.

Meanwhile, to enhance the truthworthiness of the data and subjectivity in analyzing the data, the researcher would use triangulation. Burns (1999: 163) stated that triangulation was a way of arguing that “if different methods of investigation produce the same result, then the data is likely to be valid”. The

reliability of the data would be gained by giving genuine data such as the field notes, questionnaire, interview transcript and other records.

CHAPTER IV

THE RESEARCH FINDINGS, PROCESS, AND INTERPRETATION

This chapter presents and discusses the results of the analysis of this action research. It presents four sections namely reconnaissance, report of cycle 1, report of cycle 2, and general findings.

A. Reconnaissance

1. Identification of the Field Problem

The researcher arranged an observation for class 4 to find out the problems existing in SD Sutran on April 9th 2013 before conducting the action research. The class was large with 36 students. When the class began the students were busy with their own activities. Here is part of the vignette :

The English class began at 11.00 a.m. after the second break. The teacher came to the class 4. Some students were still busy with their snack and drink. The teacher then asked the students to finish their eating and drinking activities. After that, the teacher continued to greet the students “Good afternoon?” but there was no answer. The teacher repeated to greet with a louder voice, “Good afternoon, class?” and then the students answered, “Good afternoon!”. Next the teacher asked the students “How are you?”, the students replied “ I’m fine, thank you. And you?”. The teacher replied “I’m fine too” and invited the students to sing a song.

The teacher made two columns on the board and she gave two example words. Next, the teacher asked the students to find out an English word which has the same first letter with their name. She then took the attendance list and suddenly the students were busy open their books to find a word. The teacher started to call some students to write an English word in the board. When some students had they turn in front of the class, the other students who didn’t have their turn yet walked around to ask to other students. Whereas, the other students who already had their turn were busy talking to other students that unrelated to the subject.

After that, the teacher changed the activities. She walked to the door and said “Attention, please!”. There was no response yet from the students because the class was too noisy, then the teacher gave instruction in Indonesian, “Perhatikan!” “I open the door. I close the door.”. The teacher repeated and showed the students how to open and close the door. She

underlined the word “open” and “close” by explaining the meaning to the students in Indonesian. Then the teacher gave another examples, “I turn on the lamp. I turn off the lamp”. The teacher showed how to turn on and turn off the lamp and explained the meaning of “turn on” and “turn off”. Next, the teacher asked a student to come in front of the class and said to the student, “Open the door, please!”, then the students doing the instruction. She invited another students and gave different commands.

(Appendix 1, Field note 1, April 9th 2013)

The vignette shows that the process of English teaching and learning did not run well. The class was too noisy and the students felt bored with the listening lesson. It showed by some students who preferred to talk to other students and busy with themselves. Here are some interview transcripts which show that the English listening class rarely used the media especially video clips.

- R : *Hallo, ngobrol-ngobrol bentar gak papa kan. O ya, namanya siapa?*(Hello, is it okay if we have a little talk? What’s your name?)
 S1 : *Anggi*
 R : *Namanya bagus, oh ya miss Indah mau nanya nih, boleh kan?*(What a good name, may I ask something?)
 S1 : *Iya miss, boleh. Mau tanya apa sih miss?* (Sure, what would you like to ask?)
 R : *Bu Yuni itu ngajarnya gimana sih?*(How did Mrs. Yuni teach?)
 S1 : *Ya kadang-kadang nyanyi, kadang-kadang ngerjain soal gitu miss.*(Well, sometimes singing and sometimes doing exercises)
 R : *Ooo... Kalau nonton video sama bu Yuni pernah nggak?*(How about watching video? Have you ever?)
 S1 : *Video itu apaan miss?*(What is video, miss?)
 R : *Video itu gambar bergerak kayak film itu lho.* (Video is moving pictures like film)
 S1 : *Oooh enggak pernah miss* (Never)
 R : *Kalau dengerin lagu pakai tape, pernah?*(Have you ever listening to music by tape?)
 S1 : *Enggak pernah juga miss, soalnya kalo sama bu Yuni tuh sukanya nyanyi.* (Never, we usually singing with Mrs. Yuni)
 R : *Kalau main game di kelas gimana?*(How about playing games?)
 S1 : *Dulu sih pas kelas 2 sering, tapi sekarang udah enggak.* (We often playing game at the second grade, but now almost never.)
 R : *Ooo gitu, Thank you, Anggi.* (Oh, I see. Thank you, Anggi!)

(Appendix 2, Interview Transcript 1, April 9th 2013)

The teaching and learning process in listening class did not use any media. The teacher only gave the material orally. This made the students did not focus on the lesson and felt bored easily. The following interview transcript gives clear explanation:

- R : *Hallo, namanya siapa nih?*(Hello. What's your name?)
 S2 : *Bima*
 R : *Miss Indah mau tanya-tanya sebentar nih. (I want to ask you for a while.)*
 S2 : *Ya, miss. (Yes, miss.)*
 R : *Kalau sama bu Yuni suka ngapain aja sih di kelas?*(What did you usually do with Mrs. Yuni in the class?)
 S2 : *Ya ngerjain soal-soal gitu terus kadang disuruh maju. (Doing exercises and sometimes Mrs. Yuni asks to come forward.)*
 R : *Ooo... gitu. Suka nggak sih kalau disuruh ngerjain soal terus disuruh-suruh maju gitu?* (Oh, I see. Do you like such activities?)
 S2 : *Ya, suka. Tapi kalo ngerjain terus kadang mbosenin. (Yes, I like. But sometimes I feel bored if doing exercise for a long time.)*

(Appendix 2, Interview Transcript 2, April 9th 2013)

The use of media would be useful to attract the students' attention and prevented the students of feeling bored. The following short transcript indicates the fact.

- R : *Kalau pakai video, suka nggak nanti pas di kelas?*(If we use video, will you be happy during the class?)
 S2 : *Wah, asyik itu miss, kapan mau nonton video?*(That will be fun, when we'll watch the video?)
 R : *Ya besok sama miss Indah. (Later you'll watch the video with me)*
 S2 : *Bener lho miss. (Promise!)*

(Appendix 2, Interview Transcript 2, April 9th 2013)

There were more field problems found during the teaching and learning process.

Below are the general problems found.

Table 1. The Field Problems

No	Problems	Indicators
1	Classroom	<ul style="list-style-type: none">- The class was too big. It consists of 36 students.- The table and chair arrangement difficult the students to move on.- The fan is broken and made the students feel hot and didn't focus during the last lesson in 11.00 a.m.
2	Media	<ul style="list-style-type: none">- The media such as LCD and tape often used by another class. It happened because the school only have one item of such electronics media. And they gave the priority for the fifth and the sixth grade students.- There are some pictures in the wall that can be used as the media, but it rarely to be used. It looked not interesting.
3	Teacher	<ul style="list-style-type: none">- The teacher only gave the materials orally during the listening class.- The teacher didn't use game to motivate the students when they are bored with the lesson.
4	Students	<ul style="list-style-type: none">- Students were not ready when the teacher came.

		<ul style="list-style-type: none"> - Students were still busy with their snack and drink after the teacher came. - Students talked to others when the other students had his/her turn to come forward. - Some students walk around while the other students come forward. - Number of students didn't pay attention when the teacher gave them examples of the materials. They were busy with themselves.
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2. Determining the Research Problem

Since the research was related to the English listening skill, the researcher determined the basic problems which were correlated to the listening skill teaching and learning process.

Table 2. The Most Urgent Problems in the Listening Class at the Fourth Grade of SD Sutran

No	Problems	Indicators
1	Students	<ul style="list-style-type: none"> - Some students did not focus during the listening skill teaching and learning process. - Some students felt bored with the lesson. - The students did not listen and respond to the teacher's instruction well.
2	Media	<ul style="list-style-type: none"> - There was less used of media during the

		listening skill teaching and learning process. The teacher only delivered the materials orally.
3	Materials	- The materials were given monotonously and less attractive.
4	Technique	- The listening skill teaching and learning activities were monotonous. - The interactions in the teaching learning process were not really well.

The problems in the table above indicate that the listening skill teaching and learning process in the classroom did not run maximally. Some students did not focus during the lesson might caused by the big classroom. The noisy of the classroom made the students difficult to focus on the lesson. Meanwhile, the noisy of the classroom was caused by some students who were bored during the lesson. This made them did not listen and response the teacher's instructions well. Another reason that made the teaching and learning process did not run well from the table above is the used of media. It happened because of the limited time and media in the school. Using electronic media for listening class needed a lot of time preparation. Whereas, the duration of the teaching and learning process in elementary school was very short. The limited item of the media also forced the teacher to deliver the materials orally. This resulted in the monotonous materials delivery to the students. As a result, the listening-experience of the students was very low.

3. Determining the Action to Solve the Selected Field Problems

After identifying the field problems, the researcher and the English teacher formulated some actions to overcome the problems. Those actions were aimed to solve the identified problems in the teaching and learning process.

Table 3. The Solvable Field Problems and the Solutions

No	Problems	Solutions
1	Some students felt bored with the lesson.	Using video clips and various media.
2	There was less used of media during the listening skill teaching and learning process..	Using the media to enhance the students' listening experience.
3	The interactions in the teaching learning process were not really well.	Using the classroom English to increase the classroom interactions.
4	The listening skill teaching and learning activities were monotonous.	Using various activities in the listening skill teaching and learning.

Using video clips as the main activities was the main action. Video clips were used in every meeting. In the video clips, the researcher introduced some language functions. The video clips were *Show me the bear!*, *Fruits for the cow*, and *Touch your body!*

The English class began in the afternoon and most of students were easily bored and disturbed. In this case, the use of media was really helpful to deliver the materials in attractive way. By using media the teaching learning process would become more interesting so that the students were motivated to learn English in the classroom.

The third action was using classroom English to increase the classroom interactions. The classroom English was aimed to introduce the students with the simple English expressions. By familiarizing the simple expressions, students would acquire them easily.

Using various activities in the listening skill teaching and learning would prevent the students from feeling bored. Using games could be an alternative to make the activities more various. Games would make the activities become more fun and did not make the student feeling bored easily.

B. Report of Cycle 1

1. Plans of Cycle 1

After formulating the field problems, and designing the actions, the researcher made a course grid to be used in the Cycle 1. The researcher and the English teacher as the collaborator selected the standard of competence and basic competences for the second semester of grade 4. They used the standard of competence for listening. The researcher and the English teacher then discussed and made the lesson plans based on the course grid. By using lesson plan, the teaching and learning process could be organized systematically. These could be

used as the guidance in conducting the teaching and learning process. The researcher and the English teacher used the PPP (Presentation Practice Production) technique in conducting the research. The plans were including the points below:

- a. increasing students' listening experience by using video clips
- b. increasing students' motivation
- c. using classroom English maximally
- d. increasing students' activities in listening skill

The video clip would be implemented in the production stage in every meeting.

a) Meeting 1

In the first meeting, the researcher and the English teacher planned to teach the instruction which is related to animals. Pictures were really needed here since the real animals could not be brought on to the classroom. These following actions would be applied in the meeting.

- 1) Using video clip entitled *Show me the bear!*, *Hokey Pokey* song, and *Two Tigers* song.
- 2) Using pictures of animals and other media.
- 3) Using classroom English.
- 4) Using *Show me the ...!* game.

b) Meeting 2

In this meeting, the researcher and the English teacher planned to teach the instruction which was related to fruits and vegetables. Pictures and realia would

be used in the classroom to give a clear presentation. These following actions would be applied in the meeting.

- 1) Using video clip entitled *Fruits for the cow*, *Hokey Pokey* song, and *Do you like...?* song.
- 2) Using pictures of fruits and vegetables
- 3) Using realia
- 4) Using classroom English.
- 5) Using *Show me the ...!* game.

c) Meeting 3

In the third meeting, the researcher and the English teacher planned to teach the instruction which was related to parts of body. Pictures and realia would be used in the classroom to give a clear presentation. These following actions would be applied in the meeting.

- 1) Using video clip entitled *Touch your head!*, *Hokey Pokey* song, and *Head Shoulders Knees and Toes* song.
- 2) Using pictures of body
- 3) Using realia
- 4) Using classroom English.
- 5) Using *Touch your nose!* game.

2. Action and Observation of Cycle 1

The actions were carried in three meetings. During the actions, the researcher acted as the teacher and the English teacher acted as the observer. The

data were collected using classroom observation, interviews, and documentations to observe the teaching-learning process whether the plans agreed before were implemented, changed, or improved. Besides, the students' listening skills were assessed based on what she or he performed and what the teacher observed. There were also listening test conducted at the end of every meeting.

The result of the actions and observations in Cycle 1 could be described as follows:

a. Increasing Students' Listening Skills by Video Clips

1) Meeting 1

A video clip was used as a production activity. The use of "*Show me the bear!*" clip, which was held at the first meeting, aimed at introducing video clip as one of the activities with which the students could learn listening. Because the video clip was about zoo animals, the students learned about zoo animals formerly. The researcher used big pictures to introduce kind of zoo animals. The pictures could help the students to illustrate the zoo animals look like.



Figure 2: Two students are pointing the animal picture that the researcher's instructed.

Then, to make the students more enthusiast with the lesson, the researcher played a video clip entitled *Show me the bear!*. The students looked more attracted. The activities can be described as follows:

Before played the video clip, the researcher gave students the worksheets first. The researcher asked the students to write their name in the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked enthusiastic when watching the video clips for the first time. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students were busy doing the exercise. They looked confident and felt easier to do the exercise. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works.

(Appendix 1, Field Note 4, April 24th 2013)



Figure 3: The students listen to the instruction before watching *Show me the bear!* clip.

In this meeting, most of the students were enthusiast. Only few students were sometimes looking at their friends to match their works. Based on the

interviews, most students were enjoying the class. They said they like it because watching a video clip was very interesting. Furthermore, it was played in the afternoon. Here is part of the vignette showing the enthusiasm of the students:

R	: <i>Gimana tadi Deva? Suka nggak sama pelajarannya?</i>
S4	: <i>Suka miss.</i>
R	: <i>Tadi belajar apa aja?</i>
S4	: <i>Binatang miss.</i>
R	: <i>Susah nggak?</i>
S4	: <i>Nggak, malah asik. Besok liat lagi ya miss.</i>
R	: <i>Ok</i>

(Appendix 2, Interview Transcript 5, April 24th 2013)

2) Meeting 2

In the second meeting, the video clip was still used. The students were still remember the expression used in the last meeting such as *Show me the ...!*

In this meeting the students would also meet the same language functions. What made this meeting different was just the materials given was related to fruits and vegetables. "*Fruits for the Cow*" was the video clip used in the teaching and learning process. Because the lesson was about fruits and vegetables, the researcher explained the kinds of fruits and vegetables first. The researcher used realia to give the students real illustration about fruits.



Figure 4: A student responds the researcher's instruction by showing grapes.



Figure 5: The students are watching *Fruits for the cow* video clip.

The activities in this meeting run like the first meeting. The students looked interested in the video clip that provides language functions. The vignette below described the enthusiastic of the students.

The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked enthusiastic when watching the video clip for the first time. Before the second play, the researcher then asked “*Are you ready?*” The students replied “*Yes*” The researcher then added the instruction “*Watch and do the exercise carefully!*”. The students were then busy doing the exercise related to the video clip they watched. They looked confident and felt easier to do the exercise. Some students even asked to watch more video clips. After that, the researcher played for the third time to give the students opportunity to review their answers.

Appendix 1, Field Note 5, May 15th 2013

Like in the first meeting, the researcher played the video clip three times. Worksheets were given before the video clip was played. The researcher then asked the students to write down their name on the worksheet. In the first play, students were only watch the video clip without doing the exercise first. In the second play, the researcher asked them to get ready and start doing the exercise like what they were doing before in the last meeting. The researcher then played the video clip for the third time. After that the students were asked to collect their work

3) Meeting 3

The video clip and the other media were still used in this meeting. The students were more familiar using video as the media in the English teaching and learning process. The students were always enthusiastic to what they were going to watch in the next clip. The title of the video clip in this meeting is *Touch your head!*. Because the video clip was about parts of the body, so the researcher

explained first parts of the body before playing the video clip. The further activities will be described as follows:

The class began at 11.00 a.m as usual. The researcher came to the classroom and one of the students greeted her first by saying "*Good afternoon, miss?*" The researcher then replied her greeting by saying the same words. The researcher started the teaching-learning process by saying "*Good afternoon, class?*" and asking the students' condition by saying "*How are you today?*" The student answered "*Good afternoon*" "*I'm fine. Thank you. And you?*" The researcher then replied "*I'm fine*" Next, the researcher asked the students to stand up. She invited them to sing Hokey Pokey song to fresher the students during the last hour of school day. The students looked very happy when they sang this song up to the "*hip*" part. They always felt that it was funny when they shook their hip during singing the song. Next, the researcher introduced parts of body to the students by using big pictures and realia. The researcher asked the students to repeat after her. After that, the researcher introduced the language functions such as "*Touch your nose!*" and "*Touch your friend's shoulder!*" And then, the researcher introduced a new song to the students entitled "*Head, Shoulders, Knees and Toes*". The researcher also asked them to follow what she touched when singing the song. After that, the researcher moved to the next activity. She asked the students "*Touch your nose!*" Then, all the students touch their nose directly. And when the researcher asked the students "*Touch your head!*", the students responded by doing what the researcher instructed.

The next activity was video clip-wactching. As usual, the researcher gave students the worksheets first before playing the video clip. The researcher then asked the students to write their name on the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked curious when watching the video clip. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students were busy doing the exercise. They looked confident and felt easier to do the exercise. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works.)

Appendix 1, Field Note 6, May 22nd 2013

The students were enjoying learning English with video clips. They said that it was fun and easy. It can be seen in the interview transcript below,

R : *Marzel, gimana tadi belajar pakai video clipnya? Bisa nggak?*
S5 : *Bisa, gampang-gampang tadi.*
S6 : *Iya, tadi gampang.*
R : *Enak nggak belajar pakai video clip?*
S5 : *enaaakk.*
R : *Susah nggak?*
S5 : *Nggak, malah asik. Besok liat lagi ya miss.*
R : *Ok*

(Appendix 2, Interview Transcript 6, May 22nd 2013)



Figure 6: The students are touching their nose

Figure 7: The students are touching their friend's shoulder

b. Using classroom English Effectively

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by saying “*Good afternoon*” followed by asking students’ conditions by saying “*How are you?*”. The students answer the greeting by saying “*I’m fine, thank you. And you?*”. The researcher also asked “*Who is absent today?*” to check the students’ attendance. The

students then responded by saying “*No one*”. To check the students’ understanding, the researcher used “*Do you understand?*” or “*Is it clear?*”. To invite questions, the researcher used “*Any questions?*” If there is no question, the students usually answered “*No*”. The researcher also used “*Are you ready?*” to make sure whether the students were ready or not to watch the video clip. To know whether the students had finished the task given or not, the researcher used “*Have you finish?*”. The students then usually answered “*Yes*” or “*Not yet*”.

If the students want to go to the toilet, the researcher asked them to ask permission in English. The researcher also used “Thank you” to thank to the students and sometimes said “*Excellent*”, “*Great*”, “*Very well*”, “*Good*”, or “*Nice*” to give compliment to the students. In the end of the lesson, the researcher used “Good bye” and “See you next time” for leave taking. The students said “Good bye” and “See you” to respond the leave taking.

These were some expressions used by the researcher during the English teaching learning process.

Sitting down, standing up, and moving around

Sitting down and standing up	Moving around
<ul style="list-style-type: none"> • Come in and please sit down. • Ok. Sit down now please. • Allright Bima, take your sit! • Ok, please stand up! • Everybody up! • Stand still! Don’t move. • Stay in your place. Stay where you are 	<ul style="list-style-type: none"> • Right, Rafii, can you come here please? • Ok, your group, please come forward. • Now, get into a line please. Stand in a line like this, one behind the other. • Make two lines, along here ... • Allright, thank you. Now go back to your place.

Asking for helpers and giving things out

<ul style="list-style-type: none"> • I need two helpers please • Isna, can you help me? • Andika and Garnis, can you help me? • Deva and Rafii, can you help me? 	<ul style="list-style-type: none"> • Can you give out these pictures? • Three pictures for one student. • Can you give out these pictures? • Five for each student in your group. • Can you collect in the cards, please?
--	--

Recalling routines

What do we do	<p>to begin our class? when we are learning a new songs?</p> <p>when we are going to watch a video?</p> <p>when we are playing a game? in the end of the lesson?</p>	<p>Everybody stand up. Listen to me carefully and we can sing the song after that.</p> <p>Pay attention to the video clip and don't write anything.</p> <p>Watch the video clip and start to do the exercise.</p> <p>Make a line in front of the class.</p> <p>Clear everything up nicely get your bags</p>
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Organizing the classroom

<ul style="list-style-type: none"> • Get your books and pencils out. • Pick your pencils up. • Merge the table. • Move the tables back. • Put your pencils down. • Put all your things away.
--

Explaining and demonstrating

Today we are going to	sing a song.	Listen the song first, and we'll sing it together after that.
Next we are going to	learn the material and watch video clip.	Pay attention to me. Look. Here are pictures

		for you. Pay attention to the video clip. Don't do or write anything.
Over the next view lesson we are going to	play a game.	Listen to the rules and do the actions I said.
Lets do some together first, so you will see		what I mean. what to do. how to do it.

Sitting up pairs and groups

Are you ready? Ok, everyone. So now everybody. Quiet please! Listen carefully.	You are going to do this You are going to work You are going to play this	in pairs. in twos. in threes. in groups of four or five.
--	---	---

Handling the noisy students

<ul style="list-style-type: none"> • Attention • Please stop talking now. No more talking for a bit. Good you lot. That is nice and quiet. You others.... ssh. Calm down now, OK. That's better. • Quiet please! Settle down and listen. That's good Deva. Thank you Anggi. • Everyone is sitting nicely... except for Bima.! Bima, could you sit down like the others please? Thank you, Ok... • Ok, we need to be quieter to hear what everybody is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for

c. Using Media in the Teaching-Learning Process

Media had important role in the teaching and learning process. The use of media was used to help the children acquiring the materials. Media could keep the students' enthusiast so that it could prevent boredom during the teaching and learning process. If the media were more interesting, the students would be more enthusiasts too. They would keep paying attention to the lesson. To maintain the students' interest and attention, the researcher used some media.

1) Using Flashcards

Flashcards were used to attract students' attention to get involved in the class activities. In this cycle, the flashcards were presented in the practice.



Figure 8. Flashcards

2) Using Realia

During the teaching-learning process, realia used to illustrate something. Made the students interact with real objects would create excitement and the students would have fun. Dealing with realia would also motivates the students



Figure 9. Realia

3) Using Big Pictures

The big pictures were used during the presentation and practice. The used of big pictures could attract the students attention. These could illustrate objects, animals and other things that could not be illustrate by realia.

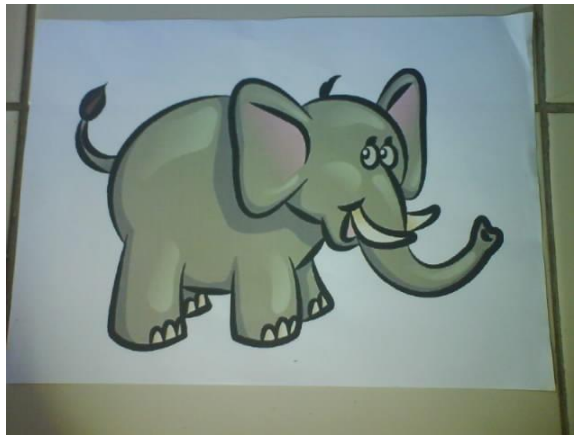


Figure 10. Big Pictures

4) Using Game and Boardgame

The used of game and boardgame was very helpful to prevent the boredom of the teaching-learning process. The researcher used some games in the productions. The games are “*Show me the apple!*”, “*Show me the cat!*”, “*Touch your friend’s nose!*”, “*Give me your book!*”, and “*Do you like...?*” game.



Figure 11. Boardgame

5) Using Video Clips

In this cycle, the video clips were used in the production stage. The video clips contained of moving pictures which can attract the students' attention and raise the students' curiosity during the teaching and learning process. It made the students keep focus on the activities of the listening process.

6) Using Songs

The song used to warm up the activities during the teaching-learning process. It was aimed to build the students motivation to learn in the last hour of school. There was new different song in each meeting in order to avoid the boredom of the students.

3. Reflection of Cycle 1

In this stage, the researcher and the teacher discussed the problems and solutions in each meeting. At the end of the cycle, they discussed the whole stages of the cycles as the consideration to plan for the next cycle.

In this session, the researcher reviewed the results of the discussion and planned the actions to solve the problem appearing in the first cycle.

4. Findings of Cycle 1

The use of video clips successfully increased the students' listening ability. The table below gave a clear explanation.

Table 4. The Mean of the Students' Scores in Cycle I

Mean		Improvement	Total of the students
Pre-	Cycle I		
87.23	92.23	5	36

The mean score at the table above showed a significant improvement of students' listening ability. It could be concluded that the use of video clips in the listening class was acceptable. The combination of the video clips and another media such as songs and games also succeed in creating attractive class atmosphere. In addition, the use of classroom English also increased the students' understanding of classroom language functions.

C. Report of Cycle 2

1. Plans of Cycle 2

Based on the reflection of Cycle 1, there were improvements on students' ability in responding instructions. It was correlated with the high of curiosity of the students during the video watching activities so that they were motivated to focus on the exercises and respond every instruction given to them. However there were still some weaknesses during the Cycle. The big class let three students in the back making noise. This resulted in their unreadiness when the video-watching activities begun. Therefore, the next cycle was necessary to be conducted. The actions conducted in Cycle 1 were sustained to be used in the Cycle 2 with improvements or modification.

In order to solve the problems, the researcher and the English teacher would still use the similar activities as those in Cycle 1 with some modifications and additions. The following were the efforts that would be applied in Cycle 2.

1. Using songs was effective to prevent the boredom of the teaching-learning process. In this Cycle, the researcher introduced the song in different way. She introduced the song by using video clip to warm up and attract the students' attention before moving to the next activities.
2. Using video clips was effective to increase the students' listening skills. The students were also more curious and motivated to learn English.
3. Using games was effective to enhance the students' understanding of what they have learned in the class through fun way.
4. Using classroom English to familiarize the students with English.

In this Cycle, the researcher and the collaborator discussed the materials that would be used. The topic of the materials was chosen from the syllabus. They decided to teach two language functions in different topics. After determining the materials, the researcher preparing the songs, video clips, and the games that would be applied in Cycle 2. The researcher then made lesson plans to guide the teaching and learning process. The *PPP (Presentation, Practice, and Production)* was still used. The teaching and learning process was conducted in two meetings. The plans of Cycle 2 were in the course grid in Appendix A. The actions that would be implemented in each meeting of the Cycle were formulated as follows.

1) Meeting 1

In the first meeting the researcher and the collaborator planned to introduce the language functions of responding instruction related to *Clothes*. These following actions would be applied in the meeting.

- a) Using “*This is the way you wear the clothes*” as the song.
- b) Using big pictures and realia.
- c) Using “*My Clothes*” video clip
- d) Using “*Give me your shoes!*” game.

2) Meeting 2

In the first meeting the researcher and the collaborator planned to introduce the language functions of responding instruction related to *School Utensils*. These following actions would be applied in the meeting.

- a) Using “*School Song*” as the song.

- b) Using big pictures and realia.
- c) Using “*School Items*” video clip.
- d) Using “*Give me your pen!*” game.

2. Implementations and Observations

The second cycle was conducted in two meetings. The first meeting was held on May 29th, 2013 and the second meeting was on June 5th, 2013. The researcher taught the materials during the implementation and the teacher who became the collaborator took the role as the observer. The collaborator observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was elaborated as follows.

1) Meeting 1

The first meeting of cycle 2 was conducted on Wednesday, May 29th 2013. It was started from 11.00 am to 12.30 pm. The further descriptions of the activity could be seen below.

The researcher came to the class and said “*Hello, Good afternoon*” to the students. The students then replied “*Good afternoon*”. The researcher asked again, “*How’s life?*” There was no answer from the students. The researcher then repeated the greeting again. There was still no answer. The students looked confused about what the researcher said. The researcher then explained the meaning of “*How’s life?*” to the students. She also introduced the words “*Very well, thank you*” to respond the greeting. The students then understood and tried to spell “*Very well, thank you*”. Some students looked so tired in this last lesson. To grown up the students’ spirit to learn in the afternoon, the researcher invited them to sing “If You’re Happy” song. After that, the researcher checked the students’ attendance. She asked “*Who’s absent today?*” They answered, “*No one, miss*”.

The next activities, the researcher informed that today they were going to learn new topic. The researcher introduced a new song to the students. The song was related to the topic they were going to learn entitled “*This is the Way You Wear the Clothes*”.

In this meeting, the song related to the topic was introduced by video clip so that made the students more curios and kept focus on the lesson. This action was successful to reduce few students in the back who did not focus on the lesson. After the researcher introduced the song to the students, she then invited the students to sing together. Next, the researcher started to introduce more clothes to the students by showing big pictures. She asked, "*Is this a shirt?*" Some students answered "*No*". The researcher then showed how to answer in a complete sentence "*No, it is not*". After that, the researcher showed a real jacket and said. "*Look! What is this?*" The students answered "*Jacket*". The researcher continued, "*Right, Jacket.*" "*Now, look at me!*" "*I put on the jacket.*" (the researcher put on the jacket). She repeated the words "*put on*" so that the students could guess the meaning. She then continued by saying "*I take off the jacket.*" (the researcher took off the jacket) and repeated the words "*take off*". The researcher then invited some students to come forward. She asked a student in front of the class "*Ilzam, put on the cap!*" Ilzam looked confused. The researcher then repeated the words "*put on*" and it helped him to remember what he should going to do. Ilzam then put on the cap in his head. This was proved that repetition here is very effective to introduce new language function to the students.

Appendix 1, Field Note 7, May 29th 2013

From the vignette above it can be concluded that repetition was also played an important role during the teaching and learning process. Besides that, the use of video clip to introduce the song also solved the problem existed in the previous meeting. It was an addition proof that video clips can be helpful for teaching students in the fourth grade.



Figure 12. Two students are putting on the scarf and the cap.

Figure 13. Two students are taking off the sunglasses and the jacket.

The next activity was production. The researcher gave worksheet and asked the students to listen the instruction before watching the video clip entitled “*Put on the shirt!*” The researcher asked them not to do anything in the first time they watched. In the second time she asked them to get ready with their worksheet. The students looked enthusiastic during process. It showed by their focus on doing the exercise. And the last time, the researcher asked the students to check their work.



Figure 14. A student is focus doing the exercise in the worksheet.

To prevent the noisy after doing the exercise, the researcher invited the students to play “*Give me your shoes!*” game. In this session, she gave a set of boardgame to each group of students. After that, she explained the rule of the game. This game could help the students to enhance their listening skill by responding what their friend instructed during the game. The following picture showed how the game was playing. The game was succeed in attracting the students to stay discuss and practice the materials given. They looked focus on the game so that they were less talking another topic to their friends.



Figure 15. Students are playing “Give me your shoes!” by using boardgame and cards.

2) Meeting 2

The second meeting was conducted on Wednesday, June 5th 2013. It was started from 11.00 am to 12.30 pm. The researcher greeted the students by saying “*Good afternoon*” and the students answered “*Good afternoon*”. Next the researcher asked the students conditions by saying “*How’s life?*” The students

then replied “*Very well. Thank you*” The researcher then invited all students to stand up and sing *Hokey Pokey* song.

Next, the researcher was showing realia of classroom items to give the students real explanation and more inputs. Realia was very helpful during this meeting because it gave students the real illustration. Next, she introduced the language function “*Give me your...!*” to the students. The researcher then invited a group of students to come forward. She gave each student some cards. She asked the group “*Give me your pen!*” The students of the group then gave her a pen card. This kind of activity could exercise the students listening skill. The students could fast response the researcher’s instruction. The field note below could give the further explanation.

The researcher come to the class and said “*How’s life?*” The students then answered by using new words they had already learned in the last meeting. They said “*Very well, thank you*” Next, the researcher said to the students “*Everybody, stand up!*” Then all the students stand up. The researcher invited them to sing *Hokey Pokey* song to fresher their mind before starting the last lesson. Some students started to sing the song confidently because they already started to memorize the song lyric by heart completely. From the first meeting, the researcher did not give the lyric in written form. The researcher just gave the lyric orally when singing the song. They acquired the lyric of the song line by line every meeting. They looked happy because they already knew the lyric of the song. After that, the researcher checked the attendance of the students. And then, she started introducing school items to the students by using realia and big pictures. Next, the researcher introduced the students to a new song entitled “*The School Song*” The researcher introduced the song by video clip to gain the students’ attention. After that she invited them to sing together. She also introduced the instruction “*Give me...!*” and the words how to respond it, “*Here it is*”, to the students. The researcher then continued the activity by making the students more familiar with the instruction. She asked the students to respond her instruction and interact with their partner. The researcher started by saying “*Give your friend a book!*” First, some students were still confused. However, in the next instructions they all started to understand what they should do with their books and another items.

Appendix 1, Field Note 8, June 5th 2013

After that, the researcher was attracting the students with a new topic by introducing them a new song entitled *“The School Song”*. And then, the researcher invited the students to sing together. The students felt excited by learning new song every meeting. It showed by their enthusiastic to try to sing the song even though they did not remember all the lyrics yet.

The next activity was production. The researcher asked the students to listen the instruction before watching the video clip. The video clip was played three times. After watching the video clip the researcher invited the students to play *“Give me your ... !”* game. The students looked enjoy the game very much. It could be seen from the vignette below.

- | | |
|---|---|
| R | : Afrida, tadi asyik nggak game-nya? |
| S | : Asyik miss. Tapi tadi kok cuma sebentar sih? Aku kan baru menang satu kali. |
| R | : Lain kali masih bisa main lagi kok sama bu Yuni. |
| S | : Iya miss. |
| R | : Kalau belajar pakai game kayak tadi, jadi gampang gak? |
| S | : Iya, gampangan pakai game kayak tadi, jadi nggak ngantuk, hehee |

(Appendix 2, Interview Trascript 8, June 5th 2013)



Figure 16. Students are playing *“Give me ...!”* game in groups.

3. Reflection of Cycle 2

The researcher and the classroom collaborator discussed the classroom observation, interview transcript, and the result of the questionnaire to make a reflection on the implementation of the actions in Cycle 2. Here is the description of the reflection in Cycle 2:

- a) The use of video-clip was successful to increase the students' listening skill.

Video clip became an appropriate and effective media in teaching-learning process. It could attract the students' attention and build their enthusiasm because of the different video clips in every meeting. The video clips also made the students more motivated to learn because they were excited with the activities.

- b) The use of song was successful to make the students getting involved to the activities and it reduced the noisy of the students. Moreover, the song in this cycle was introduced by using video clip. It could attract the students' attention before moving to the next activities.

- c) The use of game was successful to make the students enhance their understanding of instruction through fun way. The games let them respond every instruction gave to them. It would help the students acquire the instruction given easily.

4. Findings of Cycle 2

Based on the reflections above, I and the English teacher agreed that the use of video clips and its accompanying actions in cycle 2 were successful to

increase the students' listening skill. The table below would give clear explanation.

Table 5. The Mean of the Students' Scores in Cycle 2

Number of students	Mean Cycle 1	Mean Cycle 2	Improvement
36	92.23	97.23	5

From the table above, it could be concluded that there was a significant improvement of students' listening ability. The use of video clips to introduce a new song to the students was successful in attracting the students' attention. It increased the students' focus during the teaching and learning process. As a result, there was an increasing of the students' listening skill like the Table 5 described.

D. General Findings

Based on the reflection of Cycle 1, the student had shown improvements on their listening ability. However, there were 3 students who were noisy and do not ready when the teaching-learning process moved to the next activities. Therefore, the researcher and the collaborator decided to continue the Cycle. In the Cycle 2, it was found that all of the students were ready to follow the activities and they were able to respond the instruction gave during the teaching learning process.

As the final reflection, the researcher and the collaborator discussed the results of this research. They agreed that the actions implemented were successful to increase student's listening skill. In other words, the objective of the research

was achieved. Therefore, after the result of the last Cycle had shown a good improvement in students' listening skill, they decided to stop the Cycle.

E. Research Discussion

From the observation and interview at reconnaissance stage, it could be implied that there were a lot of problems occurred in the teaching and learning process related to students' listening skill. To overcome the problem related to the students' listening skill, the actions were implemented. The main action was applying video clips in the production stage.

Based on the reflection of Cycle 1, there was improvement on students' listening skill. The video-watching activities were very interesting for the students and these activities increased their listening skill. However there were still some weaknesses found during the Cycle. Most of the students ready and respond the instruction during the video-watching activities, but few students were noisy. Therefore, the next Cycle was necessary to be conducted. The actions conducted in Cycle 1 were sustained to be used in the Cycle 2 with improvements or modification.

In order to maintain the students' attention in the class, the researcher gave video clips and introduced songs in different way. The researcher introduced songs through video clip so that the students were more excited and ready to respond every instruction during the next activities. The researcher also used the games to make the students more familiar with the language functions given in the previous activities. Cycle 2 was conducted to overcome problems that emerged in

the previous Cycle as well as to increase the students' listening skill. The reflection showed that the use of video clips and the accompanying activities was successful to increase students' listening skill.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The objective of this study is increasing the fourth grade students' listening skill by video clip at SD Sutran. In reference to the discussion in the previous chapter, it could be concluded that the use of video clips was successful to increase the students' listening skill. It can be seen from the findings of the research during the process of the action research.

1. The reconnaissance steps were conducted by giving questionnaires, interviewing students and the English teacher, and observation. From the activities, the researcher found that there were some problems in listening. The problem included the media used in the teaching-learning process, the number of students in the class, listening activities, and students motivation in learning English. Those problems gave influences on their listening skill.
2. The planning steps were done by the researcher and the English teacher by making strategic plans in order to solve the problems. They decided to use video clips in the listening process. The video clip was applied by combining songs, games, and another media such as big pictures and flash cards.
3. The researcher along with the English teacher implemented the strategic actions into two cycles. The first cycle consists of three meetings and the second cycle consists of two meetings. They applied video clips as the media to increase the students' listening skill.

4. After the implementation of each cycle, the researcher and the English teacher did reflection. The reflection was done through the data found from the observation during the actions.
5. The results of the reflection was that there were an increasing of students' listening skill. The students were also become more enthusiast to the English teaching-learning process. They were able to respond kind of language functions given during the teaching-learning process.

B. Implications

Based on the research discussion, it was clear that video clips can be applied in teaching and learning process. The implications of the actions are presented below.

1. Video clips can increase the students' listening skill.

Using video clips to increase the students' listening skill was successful. It was effective to raise the students curiosity and build their enthusiasm to learn English. The video clips succeed in gaining the students attention so that they were more focus during the listening class. This let the students to be able to respond the language functions used and thought in the class. It showed that the video clips ease the student to acquire the materials in fun way since children basically are very keen on moving pictures such us video clips.

2. Video clips can increase the students motivation to learn English.

The using of video clips was able to increase students motivation to learn English. Children were paying attention during the video-watching activities and they were very enthusiast to do every activities during the listening class.

3. The use of songs and another media was needed to make interesting activities.

The used of songs and another media was very helpful to make the activities more fun. The use of interacting media such as realia, flash cards and big pictures was also effective to help the children understand the materials, to attract attention, and maintain their motivation during the learning process.

4. The use of games was needed to make the students acquire more materials in fun way.

Games were very interesting for students during the teaching-learning process. During the actions, games were very helpful to enhance the students' understanding of language functions after the previous activities. These helped them to acquire the materials through interactive and fun way so that the teaching-learning process was not boring.

5. Classroom English familiarized the students with English.

The classroom English was used to introduced the students to some simple expression. The use of classroom English made them familiar with English so that they would not feel that learning English is difficult. It was found that the used of classroom English was effective in making the student familiar with English. It implies that the English teacher can use classroom English to familiarize the students with English.

C. Suggestions

1. For English Teacher

English teacher need to use media to increase the students' listening skill. Video clips can be used as the media one of the solution to increase students' listening skill. However, the careful planning including the choosing of suitable video clips is required. The teacher may also combined the video-watching activities with the games and another media such as big pictures, flash cards or realia in the teaching-learning process.

2. For Students of English Education Department

Video clips can be used as an interesting media when they practice teaching English for children. The students of English Education Department can apply video-watching activities during their practicum in elementary school. They can use different topics of video clips or language functions.

3. For the other Researchers

It is necessary to follow-up this study to find some actions to arouse the students' attention in learning English and also to improve the quality of English teaching-learning process. The findings of the study may be used as references for other researchers who are interested in conducting research related to students' listening skill as well as the use of video clips.

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APPENDICES

Field Note 1

Asking for School Permission

Day : Tuesday

Date : February 12nd, 2013

Place : Guest Room in SD Sutran

Researcher came to the school to ask permission to do a research. Researcher met the School Principal and then asked the School Principal to talk for a while. The School Principal then asked Researcher to sit down. The School Principal asked the researcher to fill the guest book. The School Principle asked the Researcher what the purpose coming was. Researcher then explained her purpose and asked for permission in order to do a research in SD Sutran to fulfil her thesis. The School Principle accepted and gave permission to Researcher in order to do the research. Researcher explained how the research that would be done by Researcher. The School Principal was very kind and ready to help the Researcher to do the research in SD Sutran. She even offered the Researcher to use the school facilities. After they had finish on talking, Researcher asked for leaving.

Field Note 2

Interviewing the English Teacher

Day : Tuesday

Date : February 12nd, 2013

Place : Teacher Room of SD Sutran

After having the School Principal's permission, Researcher met the English teacher of SD Sutran. Researcher interviewed the English teacher and described the research planning, lesson plan and the syllabus. Researcher asked for suggestions related to the research design. English teacher then gave the suggestions and additions. After deaing with research planning, Researcher then asked for leavng.

Field Note 3

Observation

Day : Wednesday

Date : April 9th, 2013

Place : Guest Room in SD Sutran

The English class began at 11.00 a.m. after the second break. The teacher came to the class 4. Some students were still busy with their snack and drink. The teacher then asked the students to finish their eating and drinking activities. After that, the teacher continued to greet the students "*Good afternoon?*" but there was no answer. The teacher repeated to greet with a louder voice, "*Good afternoon,*

class?” and then the students answered, “*Good afternoon!*” Next the teacher asked the students “*How are you?*” The students replied “*I’m fine, thank you. And you?*” The teacher replied “*I’m fine too*” and invited the students to sing a song.

The teacher made two columns on the board and she gave two example words. Next, the teacher asked the students to find out an English word which has the same first letter with their name. She then took the attendance list and suddenly the students were busy open their books to find a word. The teacher started to call some students to write an English word in the board. When some students had they turn in front of the class, the other students who didn’t have their turn yet walked around to ask to other students. Whereas, the other students who already had their turn were busy talking to other students about unrelated subject.

After that, the teacher changed the activities. She walked to the door and said “*Attention, please!*” There was no response yet from the students because the class was too noisy, then the teacher gave instruction in Indonesian, “*Perhatikan!*” “*I open the door. I close the door.*” The teacher repeated and showed the students how to open and close the door. She underlined the word “*open*” and “*close*” by explaining the meaning to the students in Indonesian. Then the teacher gave other examples, “*I turn on the lamp. I turn off the lamp*”. The teacher showed how to turn on and turn off the lamp and explained the meaning of “*turn on*” and “*turn off*”. Next, the teacher asked a student to come in front of the class and said to the student, “*Open the door, please!*”, and then the students doing the instruction. She invited other students and gave different commands.

Field Note 4

Meeting 1

Cycle 1

Day : Wednesday

Date : April 24th, 2013

Place : Classroom IV

The class began at 11.00 a.m. after the second break. The researcher came to the class and greeted the students. She said “*Good afternoon?*” but there is no answer. The researcher repeated the greeting with a louder voice, “*Good afternoon, class?*”. Almost of the students then tried to focus and responded the greeting, “*Good afternoon*”. The researcher then asked the students’ condition by asking “*How are you today?*” The students answered “*I’m fine. Thank you. And you?*” The researcher said “*I’m fine too*”

Next, the researcher asked “*Who is absent today?*” “*No one, Miss*” replied some students in the class. “*Good. So, everybody is coming today*” The researcher then told what they were going to do that day. In order to warm up the activities, the researcher introduced the *Hokey Pokey* song to the students to make

them fresher during the last hour of school day. After that, she invited them to sing together. Next, the researcher asked the students what they could see at the zoo. The students then mentioned some animals. Some students mentioned the animals in Indonesian. Knowing this, the researcher then took big pictures and introduced the animals in English by showing the big pictures. The researcher asked the students to repeat after her. Next, the researcher introduced them to a new song entitled "*Two Tigers*". The researcher asked the students to repeat after her. Then, she invited the students to sing the song together. After that, the researcher was showing two big pictures of animals. The researcher asked "*Show me the giraffe!*" The students then all point to the giraffe picture. The researcher also invited some students to come forward and gave the same instruction.

The activity continued to the production stage, that is, video-watching. Before played the video clip, the researcher gave students the worksheets first. The researcher asked the students to write their name in the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked enthusiastic when watching the video clip for the first time. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students were busy doing the exercise. They looked confident and felt easier to do the exercise. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works. After the video-watching activity, the researcher then invited the students to play a game. The students played "*Show me the...!*" game. They looked enjoy the activity and it made the atmosphere in the class became more fun. After the playing game, the researcher asked the student if there is any question. Knowing there is no questions, the researcher then reviewed by asking the students "*What have we learned today?*" All the students answered "*Animal, Miss*". "*Very Good*", the researcher replied. The researcher then let the students to pack their items. Before ending the class, the researcher invited them to sing "*If You're Happy and You Know It*" song. By the end of the song, the researcher then said "*Thank you*" and "*Good Bye*" to the students.

Field Note 5

Meeting 2

Cycle 1

Day : Wednesday

Date : May 15th, 2013

Place : Classroom IV

The class began at 11.00 a.m. after the school break. The researcher came to the class and said "*Good Afternoon*" to the students. The students then replied the researcher by saying "*Good afternoon*". The researcher continued asking

"How are you today?" and the students answered *"I'm fine. Thank you. And you?"* The researcher then replied *"I'm fine too"*. The researcher then asked the students *"Who is absent today?"* and almost the students answered *"No one"*. The researcher then said *"Alright, everybody stand up!"* *"Let's sing Hokey Pokey song"* All the students then stand up. The researcher asked *"Do you still remember?"* and the students responded by answering *"Yes"*. The researcher and the students then sing the *Hokey Pokey* song together. Next, the researcher introduced kind of fruits by using realia and big pictures. The researcher also introduced the language functions such as *"Show me the apple!"*, *"Peel the banana"*, *"Point the mango!"*, and *"Do you like...?"* by giving some cards to every students. When the researcher asked *"Show me the banana!"* then all the students responded by raising the banana card. The researcher also invited some students to come forward and gave them some instructions to respond such as *"Show me the grapes!"* and *"Peel the banana!"* Next, the researcher introduced new song to the students entitled *"Do you like...?"* The researcher asked the students to repeat after her and then invited them to sing the song together.

The next activity was video clip-watching and it run same as the previous meeting. The researcher gave students the worksheets first before playing the video clip. The researcher then asked the students to write their name in the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked enthusiastic when watching the video clip for the first time. Before the second play, the researcher then asked *"Are you ready?"* The students replied *"Yes"* The researcher then added the instruction *"Watch and do the exercise carefully!"*. The students were then busy doing the exercise related to the video clip they watched. They looked confident and felt easier to do the exercise. Some students even asked to watch more video clips. After that, the researcher played for the third time to give the students opportunity to review their answers.

After the video clip-watching activities, the researcher then invited the student to play a game. The game used a boardgame and flashcards. The *"Put your mango in the box!"* game was played in groups. The researcher decided the groups directly to save the time and avoided the noisy of the students. The students looked enjoy the game. They responded what their friend instructed during the game. When the time was almost up, the researcher then asked the students to stop the game. The researcher asked who the winner of every group was and congratulated them. The students wanted to play the game once more. However, the time was very limited. The researcher then asked the students what they have learned. The students answered *"Fruits"*. Next, the researcher asked the students if there were difficulties. The students said there were no difficulties. The researcher then asked the students to pack their school items. After that she invited the students to stand up and sing *"If You're Happy and You Know It"* song. The researcher then asked the students to keep silent and chose the most silent line to go home first. The researcher said *"See you next week!"* to every line

when they were leaving. The students who were leaving first kissed the researcher and the collaborator's hand and replied "*See you*".

Field Note 6

Meeting 3

Cycle 1

Day : Wednesday

Date : May 22nd, 2013

Place : Classroom IV

The class began at 11.00 a.m as usual. The researcher came to the classroom and one of the students greeted her first by saying "*Good afternoon, miss?*" The researcher then replied her greeting by saying the same words. The researcher started the teaching-learning process by saying "*Good afternoon, class?*" and asking the students' condition by saying "*How are you today?*" The student answered "*Good afternoon*" "*I'm fine. Thank you. And you?*" The researcher then replied "*I'm fine*" Next, the researcher asked the students to stand up. She invited them to sing Hokey Pokey song to fresher the students during the last hour of school day. The students looked very happy when they sang this song up to the "*hip*" part. They always felt that it was funny when they shook their hip during singing the song. Next, the researcher introduced parts of body to the students by using big pictures and realia. The researcher asked the students to repeat after her. After that, the researcher introduced the language functions such as "*Touch your nose!*" and "*Touch your friend's shoulder!*" And then, the researcher introduced a new song to the students entitled "*Head, Shoulders, Knees and Toes*". The researcher also asked them to follow what she touched when singing the song. After that, the researcher moved to the next activity. She asked the students "*Touch your nose!*" Then, all the students touch their nose directly. And when the researcher asked the students "*Touch your head!*", the students responded by doing what the researcher instructed.

The next activity was video clip-watching. As usual, the researcher gave students the worksheets first before playing the video clip. The researcher then asked the students to write their name on the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked curious when watching the video clip. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students were busy doing the exercise. They looked confident and felt easier to do the exercise. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works.

After the video clip-watching, the activity then continued by playing a game. The researcher invited the students to play "*Touch your friend's head!*" game. The researcher first explained how to play the game. When all the students understood and were ready to play the game, the researcher then started the game.

After playing the game, the researcher reviewed what they had learned and asked if there was any difficulty. After made sure that there was no difficulty, the researcher then let the students to pack their school items. Before going home, the researcher invited the students to sing “If You’re Happy and You Know It” song. The researcher then silenced in a moment and the students were already know that they should be calm if they want to go home first. The researcher said good bye to every line of students and the students replied the same.

Field Note 7

Meeting 4

Cycle 2

Day : Wednesday

Date : May 29th, 2013

Place : Classroom IV

The teaching-learning process began at 11.00 am after the school break. The researcher came to the class and said “*Hello, Good afternoon*” to the students. The students then replied “*Good afternoon*”. The researcher asked again, “*How’s life?*” There was no answer from the students. The researcher then repeated the greeting again. There was still no answer. The students looked confused about what the researcher said. The researcher then explained the meaning of “*How’s life?*” to the students. She also introduced the words “*Very well, thank you*” to respond the greeting. The students then understood and tried to spell “*Very well, thank you*”. Some students looked so tired in this last lesson. To grown up the students’ spirit to learn in the afternoon, the researcher invited them to sing “If You’re Happy” song. After that, the researcher checked the students’ attendance. She asked “*Who’s absent today?*” They answered, “*No one, miss*”.

The next activities, the researcher informed that today they were going to learn new topic. The researcher introduced a new song to the students. The song was related to the topic they were going to learn entitled “*This is the Way You Wear the Clothes*”. In this meeting, the song related to the topic was introduced by video clip so that made the students more curios and kept focus on the lesson. This action was successful to reduce few students in the back who did not focus on the lesson. After the researcher introduced the song to the students, she then invited the students to sing together. Next, the researcher started to introduce more clothes to the students by showing big pictures. She asked, “*Is this a shirt?*” Some students answered “*No*”. The researcher then showed how to answer in a complete sentence “*No, it is not*”. After that, the researcher showed a real jacket and said. “*Look! What is this?*” The students answered “*Jacket*”. The researcher continued, “*Right, Jacket.*” “*Now, look at me!*” “*I put on the jacket.*” (the researcher put on the jacket). She repeated the words “*put on*” so that the students could guess the meaning. She then continued by saying “*I take off the jacket.*” (the researcher took off the jacket) and repeated the words “*take off*”. The researcher then invited some students to come forward. She asked a student in

front of the class “*Ilzam, put on the cap!*” Ilzam looked confused. The researcher then repeated the words “*put on*” and it helped him to remember what he should going to do. Ilzam then put on the cap in his head. This was proved that repetition here is very effective to introduce new language function to the students. Next the activity moved to the video clip-watching. As the same as the previous meetings, the researcher gave students the worksheets first before playing the video clip. The researcher then asked the students to write their name on the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked curious when watching the video clip. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students looked more familiarize with the video clip-watching exercise. If they were focus on the video clip they watch, they could respond by doing the exercise easily. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works. The researcher then invited the students to play “*Do you have ...?*” game. After the game was over, she reviewed the lesson and asked if there was any question. Next, the researcher let the students to pack their items. The class was silence for a while. Then the researcher chose a line of students to go home first. She said “*Good bye*” to every line of students she chose. The students then replied by saying the same words.

Field Note 8

Meeting 5

Cycle 2

Day : Wednesday

Date : June 5th, 2013

Place : Classroom IV

The teaching-and learning process began at 11.00 as usual. The researcher come to the class and said “*How’s life?*” The students then answered by using new words they had already learned in the last meeting. They said “*Very well, thank you*” Next, the researcher said to the students “*Everybody, stand up!*” Then all the students stand up. The researcher invited them to sing *Hokey Pokey* song to fresher their mind before starting the last lesson. Some students started to sing the song confidently because they already started to memorize the song lyric by heart completely. From the first meeting, the researcher did not give the lyric in written form. The researcher just gave the lyric orally when singing the song. They acquired the lyric of the song line by line every meeting. They looked happy because they already knew the lyric of the song. After that, the researcher checked the attendance of the students. And then, she started introducing school items to the students by using realia and big pictures. Next, the researcher introduced the students to a new song entitled “*The School Song*” The researcher introduced the song by video clip to gain the students’ attention. After that she invited them to

sing together. She also introduced the instruction “*Give me...!*” and the words how to respond it, “*Here it is*”, to the students. The researcher then continued the activity by making the students more familiar with the instruction. She asked the students to respond her instruction and interact with their partner. The researcher started by saying “*Give your friend a book!*” First, some students were still confused. However, in the next instructions they all started to understand what they should do with their books and another items.

The next activity was video clip-watching. The researcher gave students the worksheets first before playing the video clip. The researcher then asked the students to write their name on the worksheet. Next, the researcher explained what they should do with the worksheets. The researcher asked the students not to do the exercise in the first play. The students were asked to watch the clip first in order they had a slight view for what they were going to do next. They looked enjoy and attracted when watching the video clip. Before the second play, the researcher then asked the students to get ready and start doing the exercise. The students looked started to more focus and doing the exercise enthusiastically. They already knew if they were focus on the video clip they watch, they could respond by doing the exercise easily. After that, the researcher played for the third time to give the students opportunity to review their answers. The researcher then asked the students to collect their works. After that, she reviewed the lesson and asked the students if there was any question. Next, the researcher let the students to pack their items. She invited the students to sing “*If You’re Happy*” song before to go home. After that, the researcher said “*Good bye*” to the students. The students then replied by saying “*Good bye*” too.

Interview Transcript 1

February 12nd, 2013

- R : Selamat siang, Bu. Maaf saya ingin menyita waktu Ibu sebentar.
- SP : Oh iya mbak. Mari masuk, silakan duduk dulu. Ini (buku tamu) sambil diisi ya mbak. Ada yang bisa dibantu?
- R : Saya Indah Setyawati, mahasiswa UNY jurusan Pendidikan Bahasa Inggris bu, dulunya saya juga bersekolah di SD Sutran ini. Begini bu. pertama, saya datang kesini untuk bersilaturahmi. Yang kedua, jika diperkenankan, saya berencana mengadakan penelitian di SD Sutran bu.
- SP : Boleh... boleh... mbak, bulan apa ya penelitiannya?
- R : Sekitar bulan April-Mei bu. Kalau diperkenankan nanti saya segera mengurus surat ijin dan mengajukan proposal penelitian saya.
- SP : Oh ya nanti bilang saja sama guru bahasa Inggrisnya, Bu Yuni. Sekarang sedang mengajar, ditunggu saja.
- R : Baik bu.
- SP : Tentang apa to mbak penelitiannya?
- R : Tentang penggunaan video clip untuk meningkatkan "*listening skill*" siswa, bu. Nanti penelitiannya menggunakan LCD dan layar juga.
- SP : Di sini juga punya LCD dan layar kok mbak. Jarang dipakai, nanti bisa kalau mau pakai.
- R : Wah kebetulan sekali, terimakasih bu.
- SP : Tapi kemarin sempat rusak mbak, mungkin karena jarang dipakai.
- R : Oh ya nanti saya bisa siap-siap pinjam ke tempat penyewaan.
- SP : Di sini ada yang nyewain LCD to? Dulu pas butuh LCD malah gak bisa dipakai. Kok ndilalahnya pengawasnya punya LCD. Jadi buru-buru ngambil di rumahnya.
- R : Ada bu di daerah Badegan. Layar juga ada. Terima kasih lho bu saya sudah diijinkan mengadakan penelitian di sini.
- SP : Sama-sama mbak. Selama kami bisa bantu nanti kami bantu. Sudah jam istirahat, saya tak bunyikan bel dulu ya mbak (Sambil membunyikan bel istirahat).
- R : Terima kasih banyak bu. Kalau begitu saya mohon ijin sebentar untuk menemui bu Yuni.
- SP : Oh, iya mbak.

Interview Transcript 2

February 12nd, 2013

- R : Selamat siang, Bu. Maaf mengganggu sebentar.
- ET : Iya mbak
- R : Saya Indah bu, mahasiswa Pendidikan Bahasa Inggris UNY. Tadi saya sudah minta ijin Ibu Kepala Sekolah untuk mengadakan penelitian di sini.

ET : Oooh, kapan mbak penelitiannya?
R : Sekitar April-Mei bu.
ET : Kelas berapa?
R : Kelas empat.
ET : Bisa mba kayaknya. Berapa pertemuan nanti mbak kira-kira?
R : Kira-kira enam kali pertemuan. Nanti ada 2 Cycle. Tapi kalau nanti sudah terlihat ada peningkatan, bisa jadi kurang dari 6 pertemuan.
ET : Penelitiannya AR mbak? Tentang apa to?
R : Tentang penggunaan video clip untuk meningkatkan “listening skill” siswa bu. Dulu sudah ada yang penelitian di sini bu?
ET : Sudah mbak, tapi kalo yang pakai video clip belum pernah. Kalo AR berarti nanti butuh kolaborator kan. Nanti kolaboratornya saya juga nggak papa mbak.
R : Oh, ya. Kalau memang nggak keberatan, saya berterima kasih bu. Kalau untuk sistem pembelajaran “*listening*” selama ini bagaimana ya bu?
ET : Ya, kalau saya biasanya cuma nyanyi itu, kalau tape nya gak dipakai kelas lima enam ya kadang-kadang pakai tape. Yang penting anak-anak itu senang dulu sama bahasa Inggris, *ora wedi dhisik* (tidak takut duluan).
R : Kalau siswanya sendiri bagaimana bu? Apa suka semangat kalo belajar pakai lagu?
ET : Kalau kelas empat masih suka nyanyi-nyanyi mbak, tapi kalau kelas lima udah suka komentar kalo pakai lagu. Kelas empat itu besar lho mbak, muridnya ada 36.
R : Wah besar sekali bu.
ET : Ya makanya itu, apa kelas lima saja yang muridnya lebih sedikit.
R : Saya coba yang kelas empat saja bu. Kelas besar itu kan juga kendala, nanti bisa dilihat apa hasilnya bagus kalau menggunakan video clip.
ET : Oh ya gak papa kalo gitu mbak. Syllabus-nya kalo bisa sesuai dengan sekolah ya mbak, biar anak-anak nanti gak ketinggalan.
R : Baik bu, saya usahakan.

Interview Transcript 3

April 9th, 2013

R : *Hallo, ngobrol-ngobrol bentar gak papa kan. O ya, namanya siapa?*(Hello, is it okay if we have a little talk? What’s your name?)
S1 : *Anggi*
R : *Namanya bagus, oh ya miss Indah mau nanya nih, boleh kan?*(What a good name, may I ask something?)
S1 : *Iya miss, boleh. Mau tanya apa sih miss?* (Sure, what would you like to ask?)
R : *Bu Yuni itu ngajarnya gimana sih?*(How did Mrs. Yuni teach?)

- S1 : *Ya kadang-kadang nyanyi, kadang-kadang ngerjain soal gitu miss.*(Well, sometimes singing and sometimes doing exercises)
- R : *Ooo... Kalau nonton video sama bu Yuni pernah nggak?*(How about watching video? Have you ever?)
- S1 : *Video itu apaan miss?*(What is video, miss?)
- R : *Video itu gambar bergerak kayak film itu lho.* (Video is moving pictures like film)
- S1 : *Oooh enggak pernah miss* (Never)
- R : *Kalau dengerin lagu pakai tape, pernah?*(Have you ever listening to music by tape?)
- S1 : *Enggak pernah juga miss, soalnya kalo sama bu Yuni tuh sukanya nyanyi.* (Never, we usually singing with Mrs. Yuni)
- R : *Kalau main game di kelas gimana?*(How about playing games?)
- S1 : *Dulu sih pas kelas 2 sering, tapi sekarang udah enggak.* (We often playing game at the second grade, but now almost never.)
- R : *Ooo gitu, Thank you, Anggi.* (Oh, I see. Thank you, Anggi!)

Interview Transcript 4

April 9th, 2013

- R : *Hallo, namanya siapa nih?*(Hello. What's your name?)
- S2 : *Bima*
- R : *Miss Indah mau tanya-tanya sebentar nih.* (I want to ask you for a while.)
- S2 : *Ya, miss.* (Yes, miss.)
- R : *Kalau sama bu Yuni suka ngapain aja sih di kelas?*(What did you usually do with Mrs. Yuni in the class?)
- S2 : *Ya ngerjain soal-soal gitu terus kadang disuruh maju.* (Doing exercises and sometimes Mrs. Yuni asks to come forward.)
- R : *Ooo... gitu. Suka nggak sih kalau disuruh ngerjain soal terus disuruh-suruh maju gitu?* (Oh, I see. Do you like such activities?)
- S2 : *Ya, suka. Tapi kalo ngerjain terus kadang mbosenin.* (Yes, I like. But sometimes I feel bored if doing exercise for a long time.)
- R : *Kalau pakai video, suka nggak nanti pas di kelas?*(If we use video, will you be happy during the class?)
- S2 : *Wah, asyik itu miss, kapan mau nonton video?*(That will be fun, when we'll watch the video?)
- R : *Ya besok sama miss Indah.* (Later you'll watch the video with me)
- S2 : *Bener lho miss.* (Promise!)

Interview Transcript 5

April 24th, 2013

- R : *Gimana tadi Deva? Suka nggak sama pelajarannya?*
S4 : *Suka miss.*
R : *Tadi belajar apa aja hayo?*
S4 : *Binatang miss.*
R : *Susah nggak?*
S4 : *Nggak, malah asik. Besok liat lagi ya miss.*
R : *Ok*

Interview Transcript 6

May 22nd, 2013

- R : *Marzel, gimana tadi belajar pakai video clipnya? Bisa nggak?*
S5 : *Bisa, gampang-gampang tadi.*
S6 : *Iya, tadi gampang.*
R : *Enak nggak belajar pakai video clip?*
S5 : *enaakk.*
R : *Susah nggak?*
S5 : *Nggak, jadi nggak ngantuk. Besok nonton video clip lagi aja, Miss.*
R : *Ok*

Interview Transcript 7

May 22nd, 2013

- R : *Bu, hasil pembelajaran video clip Cycle 1 sudah lumayan bagus, hanya saja masih ada tiga anak di belakang yang biasanya kurang siap merespon.*
ET : *Iya mbak, tadi dan kemarin-kemarin saya juga lihat. Memang dari dulu seperti itu anak-anaknya, susah fokus.*
R : *Tapi pas lihat video, mereka juga memperhatikan lho bu. Bagaimana kalau nanti pengenalan lagu barunya juga melalui video clip. Jadi selain untuk pemanasan, juga untuk tiga anak di belakang supaya lebih antusias lagi mereka.*
ET : *Bisa mbak, nanti dicoba. Tapi nanti lihat waktunya juga.*
R : *Iya bu.*

Interview Transcript 8

June 5th, 2013

- R : *Afrida, tadi asyik nggak game-nya?*
S7 : *Asyik miss. Tapi tadi kok cuma sebentar sih? Aku kan baru menang satu kali.*
R : *Lain kali masih bisa main lagi kok sama bu Yuni.*
S7 : *Iya miss.*
R : *Kalau belajar pakai game kayak tadi, jadi gampang gak?*
S7 : *Iya, gampangan pakai game kayak tadi, jadi nggak ngantuk, hehee*

Interview Transcript 9

June 5th, 2013

- R : *Hallo Nasya. Tugas piket ya?*
S8 : *Iya miss, daripada besok pagi keburu-buru.*
R : *Oh ya, ngomong-omong dulu bu Yuni udah pernah ngajarin lagu yang miss Indah kasih di kelas belum?*
S8 : *Belum pernah, Miss. Lucu lagunya kalo pas sampe yang “hip” hehehe*
R : *Oh yang Hokey Pokey ya*
S8 : *Iya Miss. Aku paling seneng yang itu.*
R : *Kalau lagu yang lain suka nggak?*
S8 : *Suka juga, tapi kan yang paling lucu yang Hokey Pokey tadi Miss.*

Interview Transcript 10

June 5th, 2013

- ET : *Cycle 2 ini ada peningkatan lho mbak. Ternyata video clip yang untuk lagu bisa bikin anak-anak yang kemaren fokus.*
R : *Iya bu, tadi saya juga sudah memperhatikan. Kalau yang Cycle 2 ini hanya 5 pertemuan saja kira-kira tidak apa-apa kan bu?*
ET : *Nggak papa mbak orang peningkatannya juga udah kelihatan kok. Yang penting kemampuan anak-anak meningkat gitu tho.*
R : *Iya bu. Kalau begitu saya segera mengolah datanya. Nanti kalau sewaktu-waktu saya butuh sesuatu, saya mohon bantuan ibu ya.*
ET : *Iya mbak, nanti tak bantu, wong dulu aku juga pernah dibantu-bantu kok pas masih seperti mbak.*
R : *Terima kasih banyak bu.*

The Course Grid of Increasing Fourth Grade Students' Listening Skill by Video Clips at SD Sutran

Standard Competence	Basic Competence	Indicator	Learning Material	Cycle	Action	Learning Activities	Video clips
Listening 1. Understanding very simple instruction by action in the context of class	1.1 Responding by acting based on to the instruction given in the context of class. 1.2 Responding to simple instructions verbally in the context of class.	1. Students are able to identify the name of zoo. 2. Students are able to respond the instruction related to the zoo animals. 3. Students are able to thick the words based on what they listen and watch on the video clips.	Language Functions: <i>Show me your bear!</i> <i>Show me your lion!</i> <i>Show me the giraffe!</i> Vocabularies: tiger, lion, crocodile, elephant, giraffe, monkey, camel, bear, rhinoceros, deer, hippo, zebra, snake. Adjective: small, big, tall, short, wild, tame	1	1	<ul style="list-style-type: none"> Presentation The teacher initiates the students by showing two or three pictures of animals. The teacher asks the students: <i>What is this? Is it big? Is it small?</i>) Practice 1. The teacher shows two or three big pictures to the students and gives instruction “<i>Show me the monkey!</i>” Then every students point the monkey pictures. 2. The teacher invites some students to come forward and asked them the same instruction “<i>Show</i> 	Video 1: <i>Show me the bear!</i> Media: big pictures, flash cards, video clips, lcd projector, speaker, worksheet.

						<p><i>me the rhinoceros!”</i> The students she invited then show it by pointing the rhinoceros picture. The teacher then says “<i>Well done!</i>” to every students she invites to come forward.</p> <p>▪ Production</p> <ol style="list-style-type: none"> 1. Each student gets worksheet. 2. The teacher invites the students to watch the video clip for the first time. She asked the students not to do anything else except watching the video clip. 3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a thick according to what they listen and watch on the video clip they are 	
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						<p>going to watch.</p> <p>4. The teacher invites the students to watch the video clip for the third time. She reminds the students to check their work once more.</p> <p>5. The teacher asks the students to collect their work.</p> <p>6. The students play boardgame “<i>Show me the ...!</i>”</p>	
1. Understanding very simple instruction by action in the context of class	<p>1.1 Responding by acting based on to the instruction given in the context of class.</p> <p>1.2 Responding to simple instructions verbally in the context of class.</p>	<p>1. Students are able to identify the name of fruits.</p> <p>2. Students are able to respond the instruction related to the fruits.</p> <p>3. Students are able to thick the words based on what they listen and watch on the video clips.</p>	<p>Language Focus:</p> <ul style="list-style-type: none"> - <i>Take the apple!</i> - <i>Put the mango!</i> - <i>Peel the banana!</i> - <i>Point the orange!</i> - <i>I like mango!</i> - <i>I don’t like grapes!</i> - <i>Do you like grapes? (Yes I do/No I don’t)</i> <p>Vocabularies: Fruits: apple, banana, orange, grapes,</p>	1	1	<p>• Presentation</p> <p>The teacher initiates the students by showing a picture of fruits and vegetables and asking a question: <i>Look! Which one is mango? This one or this one? Point the grapes!)</i></p> <p>• Practice</p> <p>1. The teacher gave some cards to every student.</p> <p>2. The teacher asks the</p>	<p>• <i>Video 2 Fruits for the cow</i></p> <p>Media: realia, big pictures, flash cards, video clips, lcd, speaker, worksheet</p>

			<p>pineapple, mango, watermelon, melon, guava, mangoes teen, coconut, strawberry, avocado, papaya, jackfruit, starfruit, peer</p>		<p>students such as “<i>Show me the apple!</i>” All the students then raise the apple card.</p> <p>3. The teacher then invites some students to come forward. She provides some realia. She asks the students such as:</p> <ul style="list-style-type: none"> - <i>Take the guava!</i> - <i>Put the banana!</i> - <i>Peel the orange!</i> <p>Students then do the instruction.</p> <p>▪ Production</p> <p>1. Each student gets worksheet.</p> <p>2. The teacher invites the students to watch the video clip for the first time. She asked the students not to do anything else except watching the video clip.</p> <p>3. The teacher invites the students to watch video clip for the</p>	
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						<p>second time. She gives instruction to put a thick according to what they listen and watch on the video clip they are going to watch.</p> <p>4. The teacher invites the students to watch the video clip for the third time. She reminds the students to check their work once more.</p> <p>5. The teacher asks the students to collect their work.</p> <p>6. The students play cards “Put your mango in the box!”</p>	
1. Understanding very simple instruction by action in the context of class	<p>1.1 Responding by acting based on to the instruction given in the context of class.</p> <p>1.2 Responding to simple instruction verbally in the context of class.</p>	<p>1. Students are able to identify parts of the body.</p> <p>2. Students are able to respond the instruction related to parts of the body.</p> <p>3. Students are able</p>	<p>Language Focus:</p> <ul style="list-style-type: none"> - Touch your nose! - Touch your head! - Touch your friend’s shoulder! <p>Vocabularies:</p> <p>head, ears, eyes, nose, mouth, teeth, cheek,</p>	1	3	<p>• Presentation</p> <p>The teacher introducing the students parts of the body by showing them big pictures. The teacher then asking and giving instruction:</p> <p>What is this? (head)</p> <p>Is this a nose?</p>	<p>• Video 3</p> <p>My body</p> <p>Media: realia, big pictures, flash cards, video clips, lcd, speaker, worksheet</p>

		<p>to thick the words based on what they listen and watch on the video clips.</p>	<p><i>chin, hands, arms, stomach, chest, hip, legs, foots, toes, elbows, fingers, back, neck, eyebrow, knees.</i></p>		<p><i>Show me the eyes!</i></p> <p>• Practice</p> <ol style="list-style-type: none"> 1. The teacher asked the students “<i>Touch your nose!</i>” The students then touch their nose. 2. The teacher gives instruction “<i>Touch your friend’s shoulder!</i>” The students then touch their friend’s shoulder. <p>▪ Production</p> <ol style="list-style-type: none"> 1. Each student gets worksheet. 2. The teacher invites the students to watch the video clip for the first time. She asked the students not to do anything else except watching the video clip. 3. The teacher invites the students to watch video clip for the second time. She gives instruction to 	
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						<p>put a thick according to what they listen and watch on the video clip they are going to watch.</p> <p>4. The teacher invites the students to watch the video clip for the third time. She reminds the students to check their work once more.</p> <p>5. The teacher asks the students to collect their work.</p> <p>6. The students play cards “<i>Touch your friend’s shoulder!</i>”</p>	
1. Understanding very simple instruction by action in the context of class	<p>1.1 Responding by acting based on to the instruction given in the context of class.</p> <p>1.2 Responding to simple instruction verbally in the context of class.</p>	<p>1. Students are able to identify the name of clothes.</p> <p>2. Students are able to respond the instruction related to clothes.</p> <p>3. Students are able to thick the words based on what they listen and watch on</p>	<p>Language Focus:</p> <ul style="list-style-type: none"> - <i>Put on the cap!</i> - <i>Take off the Jacket!</i> - <i>Do you have gloves?</i> - <i>Yes, I do/ No, I do not.</i> <p>Vocabularies: <i>cap, hat, shirt, t-shirt,</i></p>	2	1	<p>• Presentation</p> <p>The teacher introduces the students to the kind of clothes by showing them big pictures. The teacher then asks and gives instruction: <i>What is this? (Jacket)</i> <i>Do you have a jacket?</i> <i>Is this a shirt?</i></p>	<p>• <i>Video 4 Clothes</i></p> <p>Media: realia, big pictures, flash cards, video clips, lcd, speaker, worksheet</p>

		the video clips.	<i>scarf, skirt, jacket, uniform, veil, shorts, trousers, shoes, socks, glasses, gloves, dress, belt, vest, swimsuit</i>			<p>● Practice</p> <p>The teacher invited some students to come forward. She shows realia on the table and asks such as “Rafii, put on the glasses” Rafii then put on the glasses.</p> <p>■ Production</p> <ol style="list-style-type: none"> 1. Each student gets worksheet. 2. The teacher invites the students to watch the video clip for the first time. She asked the students not to do anything else except watching the video clip. 3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a thick according to what they listen and watch on the video clip they are going to watch. 	
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						<p>4. The teacher invites the students to watch the video clip for the third time. She reminds the students to check their work once more.</p> <p>5. The teacher asks the students to collect their work.</p> <p>6. The students play “Do you have...?” game by using boardgame and cards.</p>	
1. Understanding very simple instruction by action in the context of class	<p>1.1 Responding by acting based on to the instruction given in the context of class.</p> <p>1.2 Responding to simple instruction verbally in the context of class.</p>	<p>1. Students are able to identify the name of school objects based on what they listen and watch from the video clips.</p> <p>2. Students are able to respond the instruction related to the animals.</p> <p>3. Students are able to thick the words based on what they</p>	<p>Language Focus:</p> <ul style="list-style-type: none"> - <i>Open the door, please!</i> - <i>Close the door, please!</i> - <i>Open the window, please!</i> - <i>Close the window, please!</i> - <i>Clean the board, please!</i> - <i>Come forward, please!</i> - <i>Sweep the floor,</i> 	2	2	<p>● Presentation</p> <p>The teacher initiates the students by pointing the real of things in the classroom and asking a question: <i>What is this? (door)</i></p> <p><i>Look! Opened</i>(showing the door is open)</p> <p><i>Closed</i> (showing the door is closed)</p> <p>● Practice</p> <p>1. The teacher asks the</p>	<p>● <i>Video 5 School Objects</i></p> <p>Media: big pictures, realia, flash cards, video clips, lcd, layar, speaker, worksheet</p>

		listen and watch on the video clips.	<p><i>please!</i></p> <ul style="list-style-type: none"> - <i>Stand up, please!</i> - <i>Sit down, please!</i> - <i>Turn on the lamp, please!</i> - <i>Turn off the lamp please!</i> - <i>Give me your book!</i> <p>Vocabularies: table, chair, cupboard, map, chalk, eraser, lamp, book, window, door, floor, duster, picture, broom, dustbin, calendar, clock, whiteboard/blackboard, globe, bookshelf</p>		<p>students, e.g. <i>Stand up, please!</i> Then the students stand up. <i>Sit down, please!</i> Then the students sit down. <i>She give more instructions such as:</i></p> <ul style="list-style-type: none"> - <i>Nasya, open the door, please!</i> - <i>Isna, close the window, please!</i> - <i>Andika, turn on the lamp please!</i> <p>2. The teacher asks the students to have a partner. She then gives instruction to the students such as “<i>Give your friend a book!</i>” The students then give their partner a book.</p> <p>▪ Production</p> <ol style="list-style-type: none"> 1. Each student gets worksheet. 2. The teacher invites the students to watch the video clip for the 	
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						<p>first time. She asked the students not to do anything else except watching the video clip.</p> <p>3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a thick according to what they listen and watch on the video clip they are going to watch.</p> <p>4. The teacher invites the students to watch the video clip for the third time. She reminds the students to check their work once more.</p> <p>5. The teacher asks the students to collect their work.</p> <p>6. The students play game “Give me...!”</p>	
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LESSON PLAN I

Class/Semester	: IV/2
Subject	: English
Aspect/Skill	: Listening
Topic	: Zoo Animals
Duration	: 2x35 minutes

A. Standard Competence:

1. Understanding the very simple instruction by action in the context of class.

B. Basic Competence:

- 1.1 Responding by doing the instruction appropriately in the context of class.
- 1.2 Responding to simple instruction verbally in the context of class

C. Indicators:

1. Responding to what the teacher instructed.
2. Identifying the name of zoo animals.

D. Materials:

1. Vocabularies of zoo animals.



TIGER



LION



CROCODILE



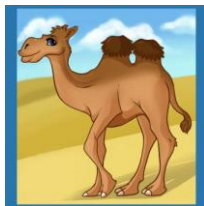
ELEPHANT



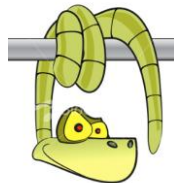
GIRAFFE



MONKEY



CAMEL



SNAKE



BEAR



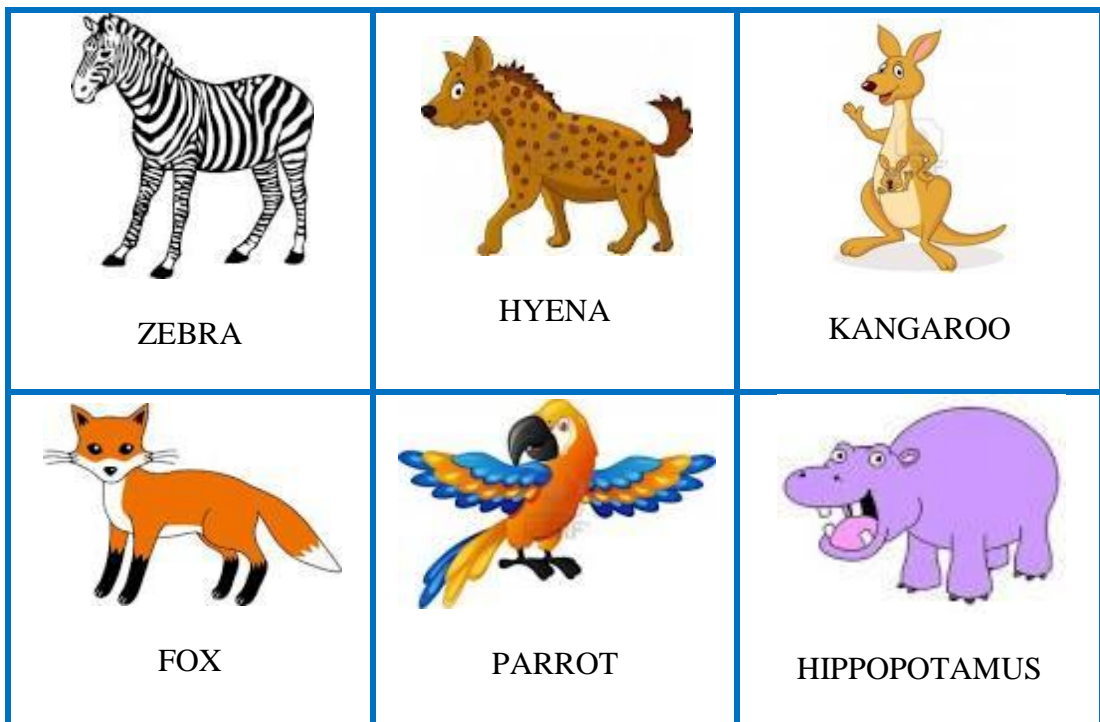
RHINOCEROS



LEOPARD



DEER



2. Language Focus

- Examples:
- *Show me the giraffe!*
 - *Show me the cow!*
 - *Show me the elephant!*
 - *Show me the bird!*

E. Resources:

Video clip of zoo animals

F. Learning objectives:

In the end of the lesson:

1. English Students are able to respond what the teacher instructed.
2. Students are able to identify animals

G. Technique: Presentation, Practice and Production (PPP)

H. Learning steps:

1. Opening (5 minutes)

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher and the students sing “*Hokey Pokey* ” song.

2. Main Activity

▪ **Presentation (15 minutes)**

- a. The teacher initiates the students by showing a picture and asking a question:

Look!

What is it?

Is it big?

- b. The teacher leads the students to “*Two Tiger*” song.

Two Tigers

Little tigers, little tigers.

Run so fast, run so fast.

Tell me where are you going.

Tell me where are you going .

Let me know.

Let me know.

Little tigers, little tigers,

pass me by, pass me by.

Have you lost your mama ?

Have you lost your papa ?

Tell me why.

Tell me why.

- c. The teacher gives the right pronunciation of words and asks the students to repeat.

▪ **Practice** (10 minutes)

1. The teacher shows big pictures and asks the students “*Show me the giraffe!*”
2. The teacher invites group of students to come in front of the class and ask them:
 - *Show me the elephant!*
 - *Show me the giraffe!*
 - *Show me the hippo!*

▪ **Production** (30 minutes)

1. Each student gets worksheet.

2. The teacher invites the students to watch the video clip for the first time. She asks the students not to do anything else first except watching the video clip.
3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a tick according to what they listen and watch on the video clip they are going to watch
4. The teacher invites the students to watch the video clip for the third time and asks them to check their works once more.
5. The teacher asks the students to collect their work.
6. The students play “*Show me the ...!*” game using cards.
 - *Students make a group of four or five*
 - *Each group gets a set of cards*
 - *Each student in every group should get the cards.*
 - *Each student must keep their cards in secret.*
 - *Students decide the turns by hom pim paa.*
 - *Student A who has the first turn guesses one of their friend card and asks him/her “Show me the bear!” If he/she has the card then she/he must collect the card it on the table.*
 - *Next turn is Student B.*
 - *Student who still has the more cards unguessed yet is the winner.*

3. Closing (10 minutes)

- a. The teacher asks the students what they have learned today.

- b. The teacher asks the difficulties to the students.
- c. The teacher closes the lesson and invites the student to sing “*If You’re Happy*” song before to go home. After that she said *thank you* and *good bye* to the students.

F. Scoring

- a. Technique : written
- b. Form : task
- c. Instrument : enclosed

G. Scoring Guide

$$\frac{\text{right answer}}{10} \times 20 = \text{score}$$

Yogyakarta, 31 Januari 2013

Researcher

Indah Setyawati

NIM 06202241032

LESSON PLAN II

Class/Semester	: IV/2
Subject	: English
Aspect/Skill	: Listening
Topic	: Fruits
Duration	: 2x35 minutes

A. Standard Competence:

1. Understanding the very simple instruction by action in the context of class.

B. Basic Competence:

- 1.1 Responding by doing the instruction appropriately in the context of class.
- 1.2 Responding to simple instruction verbally in the context of class

C. Indicators:

3. Responding to what the teacher instructed.
4. Identifying the name of fruits

D. Materials:

1. Vocabularies of Fruits



ORANGE



STRAWBERRY



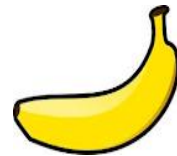
GRAPES



APPLE



MANGO



BANANA



WATERMELON



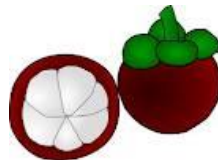
STARFRUIT



PINEAPPLE



LEMON



MANGOESTEEN



PEAR









DURIAN



RAMBOTAN



CHERRY

 <p>MELON</p>	 <p>JACKFRUIT</p>	 <p>GUAVA</p>
 <p>AVOCADO</p>	 <p>PAPAYA</p>	 <p>KIWI</p>

2. Language Focus

- Examples:
- *Take the apple!*
 - *Put the mango!*
 - *Peel the banana!*
 - *Point the orange!*
 - *I like mango!*
 - *I don't like grapes!*

3. Video Clips

- *Fruits for the cow*

E. Resources:

Video clip of fruits.

F. Learning objectives:

In the end of the lesson:

3. English Students are able to respond what the teacher instructed.
4. Students are able to identify fruits.

G. Technique: Presentation, Practice and Production (PPP)

H. Learning steps:

1. Opening (5 minutes)

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher and the students sing "*Hokey Pokey*" song.

2. Main Activity

▪ Presentation (15 minutes)

- d. The teacher initiates the students by showing a picture of fruits and vegetables and asking a question:

Look!

Which one is mango?

This one or this one?

Point the cabbage!

- e. The teacher leads the students to sing *Do you like ...?* song.

Do you like ...?

Do you like mango?

Yes I do.

Dou you like melon?

No, I don't.

I like orange

I like strawberry

And I like grapefruit

Doo doo doo

- f. The teacher repeats the song.
- g. The teacher gives the right pronunciation of words and asks the students to repeat.
- **Practice (10 minutes)**
 - 1. The teacher gives some cards to each student.
 - 2. The teacher gives instruction such as “*Show me the grapes!*”. The students then raise their grapes card.
 - 2. The teacher invites a group of students to come in front of the class and ask them:
 - *Take the guava!*
 - *Put the banana!*
 - *Peel the orange!*

▪ **Production** (30 minutes)

1. Each student gets worksheet.
2. The teacher invites the students to watch the video clip for the first time. She asks the students not to do anything else first except watching the video clip.
3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a tick according to what they listen and watch on the video clip they are going to watch
4. The teacher invites the students to watch the video clip for the third time and asks them to check their works once more.
5. The teacher asks the students to collect their work.
6. The students play boardgame "*Put your mango in the box!*"
 - *Students make a group of four or five.*
 - *Each student gets some cards.*
 - *Student A takes the turn. He/she rolls the dice. Before he/she goes ahead, one of his or her friend takes an instruction card and asks him/her based on the card taken. For example: Put your mango in the box!*
 - *Student A does the instruction and goes ahead.*
 - *This game continues until there is a winner.*

3. Closing (10 minutes)

- d. The teacher asks the students what they have learned today.
- e. The teacher asks the difficulties to the students.

- f. The teacher closes the lesson. Before to go home, she invites the students to sing “*If You’re Happy and You Know It*” song. After that, she said *thank you* and *good bye* to the students.

F. Scoring

- d. Technique : written
e. Form : task
f. Instrument : enclosed

G. Scoring Guide

$$\frac{\text{right answer}}{2} \times 20 = \text{score}$$

Yogyakarta, 31 Januari 2013

Researcher

Indah Setyawati

NIM 06202241032

LESSON PLAN III

Class/Semester	: IV/2
Subject	: English
Aspect/Skill	: Listening
Topic	: My Body
Duration	: 2x35 minutes

A. Standard Competence:

1. Understanding the very simple instruction by action in the context of class.

B. Basic Competence:

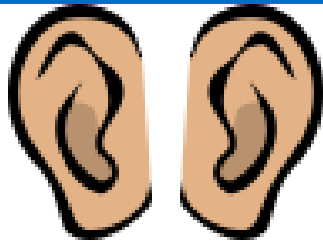
- 1.1 Responding by doing the instruction appropriately in the context of class.
- 1.2 Responding to simple instruction verbally in the context of class

C. Indicators:

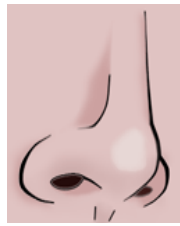
5. Responding to what the teacher instructed.
6. Identifying parts of the body.

D. Materials:

1. Vocabularies of parts of the body.



EARS



NOSE



MOUTH



HAND



FOOT



TOES



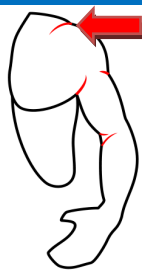
ELBOW



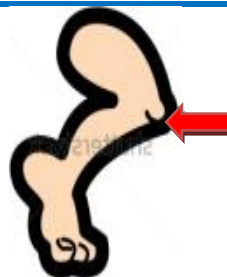
HEAD



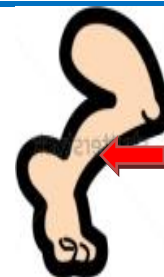
NECK



SHOULDER



KNEE



LEG



2. Language Focus

- Examples:
- *Touch your nose!*
 - *Touch your head!*
 - *Touch your friend's shoulder!*
 - *Touch your friend's ear!*

E. Resources:

Video clip of parts of the body

F. Learning objectives:

In the end of the lesson:

5. English Students are able to respond what the teacher instructed.
6. Students are able to identify animals

G. Technique: Presentation, Practice and Production (PPP)

H. Learning steps:

1. Opening (5 minutes)

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher and the students sing “*Hokey Pokey* ” song.

2. Main Activity

▪ Presentation (15 minutes)

- h. The teacher initiates the students by showing a picture and asking a question:

Look!

What is it? (Nose)

Where is your nose?

Show me your nose!

- i. The teacher leads the students to “*Head Shoulders Knees and Toes*” song.

Head Shoulders Knees and Toes

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes and ears

And mouth and nose

Head, shoulders knees and toes

Knees and toes

- j. The teacher gives the right pronunciation of words and asks the students to repeat.

▪ **Practice** (10 minutes)

The teacher asks the students to do the instruction such as

- *Touch your nose!*
- *Touch your head!*
- *Touch your friend's shoulder!*
- *Touch your friend's cheeks!*

▪ **Production** (30 minutes)

1. Each student gets worksheet.
2. The teacher invites the students to watch the video clip for the first time. She asks the students not to do anything else first except watching the video clip.
3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a tick according to what they listen and watch on the video clip they are going to watch

4. The teacher invites the students to watch the video clip for the third time and asks them to check their works once more.
5. The teacher asks the students to collect their work.
6. The students play *“Touch your friend’s shoulder!”* game.
 - *The class divide into two groups.*
 - *The first group comes in front of the class and makes two lines. The two lines face each other. It is the same with the second group.*
 - *The teacher then gives instruction to the students in front of the class such as “Touch your friend’s shoulder!”*
 - *The teacher guides the students by giving instructios until the time for this game is over.*

3. Closing (10 minutes)

- g. The teacher asks the students what they have learned today.
- h. The teacher asks the difficulties to the students.
- i. The teacher closes the lesson and invites the student to sing *“If You’re Happy”* song before to go home. After that she said *thank you* and *good bye* to the students.

F. Scoring

- g. Technique : written
- h. Form : task
- i. Instrument : enclosed

G. Scoring Guide

$$\frac{\text{right answer} \times 20}{2} = \text{score}$$

Yogyakarta, 31 Januari 2013

Researcher

Indah Setyawati

NIM 06202241032

LESSON PLAN IV

Class/Semester	: IV/2
Subject	: English
Aspect/Skill	: Listening
Topic	: Clothes
Duration	: 2x35 minutes

A. Standard Competence:

1. Understanding the very simple instruction by action in the context of class.

B. Basic Competence:

- 1.1 Responding by doing the instruction appropriately in the context of class.
- 1.2 Responding to simple instruction verbally in the context of class

C. Indicators:

7. Responding to what the teacher instructed.
8. Identifying the name of clothes.

D. Materials:

1. Vocabularies of clothes



HAT



CAP



T-SHIRT



SHIRT



SKIRT



BOOTS



GLOVES



SHOES



SOCKS



JACKET



SCARF



SWEATER



GLASSES



PYJAMAS



JEANS



2. Language Focus

- Examples:
- *Put on your jacket!*
 - *Put on your hat!*
 - *Take off your glasses!*
 - *Take off your glasses!*
 - *I have a pink dress.*
 - *I'm wearing blue jeans.*

3. Video Clips

- *My Clothes*

E. Resources:

Video clip of clothes.

F. Learning objectives:

In the end of the lesson:

7. English Students are able to respond what the teacher instructed.
8. Students are able to identify clothes.

G. Technique: Presentation, Practice and Production (PPP)

H. Learning steps:

1. Opening (5 minutes)

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher and the students sing "If you're happy " song.

2. Main Activity

▪ **Presentation (15 minutes)**

- k. The teacher initiates the students by showing a picture and asking a question:

Look!

What is it?

Do you have jacket?

- l. The teacher introduce a new song through video and leads the students to sing the song.

This is the Way You Wear the Clothes

This is the way you wear the clothes

Wear the clothes

Wear the clothes

This is the way you wear the clothes

You wear it in the morning

This is the way you wear the shirt

Wear the shirt

Wear the shirt

This is the way you wear the shirt

You wear it in the morning

This is the way you wear the short

Wear the short

Wear the short

This is the way you wear the short

You wear it in the morning

This is the way you wear the dress

Wear the dress

Wear the dress

This is the way you wear the dress

You wear it in the morning

- m. The teacher repeats the song.
- n. The teacher gives the right pronunciation of words and asks the students to repeat.

▪ **Practice** (*10 minutes*)

1. The teacher shows a box of clothes and the students make a group of four.
2. The teacher invites a group of students to come in front of the class and ask them:
 - *Put on the glasses!*
 - *Put on the socks!*
 - *Take off the shoes!*

▪ **Production** (*30 minutes*)

1. Each student gets worksheet.
2. The teacher invites the students to watch the video clip for the first time. She asks the students not to do anything else first except watching the video clip.
3. The teacher invites the students to watch video clip for the second time. She gives instruction to put a tick according to what they listen and watch on the video clip they are going to watch
4. The teacher invites the students to watch the video clip for the third time and asks them to check their works once more.
5. The teacher asks the students to collect their work.

6. The students play “*Do you have...?*” game by using boardgame and flashcards

- *Students make a group of four or five.*
- *Each group gets a boardgame and a set of cards.*
- *Students decide the turns by hoom pim paa.*
- *Student A takes turn. He/she takes a card first. Then he/she asks their friend “Do you have...?” Their friends can answer “Yes, I do” or “No, I don’t” The Student A can rolls the dice and play the boardgame.*
- *Nex turn is student be. He/she does the same action.*
- *Student who finish the game first is the winner.*

3. Closing (10 minutes)

- j. The teacher asks the students what they have learned today.
- k. The teacher asks the difficulties to the students.
- l. The teacher closes the lesson by saying *thank you* and *good bye*.

F. Scoring

- j. Technique : written
- k. Form : task
- l. Instrument : enclosed

G. Scoring Guide

right answer x 20

$$\frac{\text{right answer}}{2} \times 20 = \text{score}$$

Yogyakarta, 31 Januari 2013

Researcher

Indah Setyawati

NIM 06202241032

LESSON PLAN V

Class/Semester	: IV/2
Subject	: English
Aspect/Skill	: Listening
Topic	: Classroom Objects
Duration	: 2x35 minutes

A. Standard Competence:

1. Understanding the very simple instruction by action in the context of class.

B. Basic Competence:

- 1.1 Responding by doing the instruction appropriately in the context of class.
- 1.2 Responding to simple instruction verbally in the context of class

C. Indicators:

9. Responding to what the teacher instructed.
10. Identifying the name of classroom objects.

D. Materials:

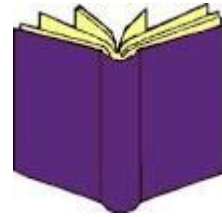
1. Vocabularies of classroom objects.



PENCIL



PEN



BOOK



BAG



PENCILCASE



ERASER



MARKER



BOARD



CHALK



GLOBE



MAP



TABLE



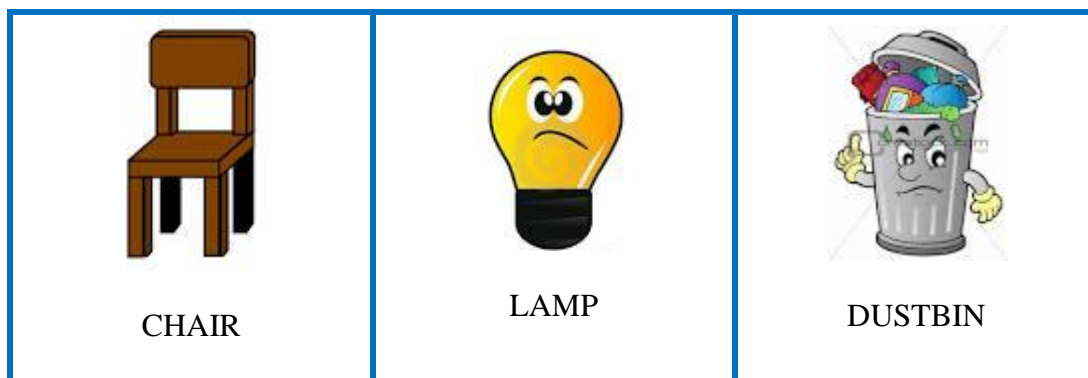
DESK



DOOR



WINDOW



2. Language Focus

- Examples:
- *Give me the eraser!*
 - *Give me the book!*
 - *Give me the map!*
 - *Open the door, please!*
 - *Close the door, please!*
 - *Clean the board, please!*
 - *Come forward, please!*
 - *Stand up, please!*
 - *Sit down, please!*
 - *Turn on the lamp, please!*
 - *Turn of the lamp please!*

3. Video entitled “School Objects”

E. Resources:

Video clip entitled “School Objects”

F. Learning objectives:

In the end of the lesson:

9. English students are able to respond what the teacher instructed.
10. Students are able to identify school objects

G. Technique: Presentation, Practice and Production (PPP)

H. Learning steps:

1. Opening (5 minutes)

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher and the students sing "Hokey Pokey" song.

2. Main Activity

▪ Presentation (15 minutes)

- o. The teacher initiates the students by showing big pictures and asking a question:

Look!

What is it?

Do you have it?

- p. The teacher introduces and a new song through video to the students and leads them to sing it.

School Song

This is my table

This is my chair

This is my bag

That I take everywhere

Sit down! stand up!

One, two, three

School school school for you and me.

This is my pencil

This is my pen

I use my school things

Again and again

Sit down! stand up!

One, two, three

School school school for you and me.

This is the window

This is the door

This is the ceiling this is the floor

Sit down! stand up!

One, two, three

School school school for you and me.

- q. The teacher gives the right pronunciation of words and asks the students to repeat.

▪ **Practice** (10 minutes)

1. The teacher asks a student such as *“Andika, open the door please!”* and *“Deva, turn on the lamp please!”*
2. The teacher asks the students to find their partner.
3. The teacher gives instructions and asked the students to do them.
 - *Give your friend a pencil!*
 - *Give your friend a ruler!*
 - *Give your friend a pen!*

▪ **Production** (30 minutes)

1. Each student gets worksheet.
2. The teacher invites the students to watch the video clip for the first time. She asks the students not to do anything else first except watching the video clip.

3. The teacher invites the students to watch video clip for the second time.

She gives instruction to put a tick according to what they listen and watch on the video clip they are going to watch

4. The teacher invites the students to watch the video clip for the third time and asks them to check their works once more.

5. The teacher asks the students to collect their work.

6. The students play boardgame "*Give me ...!*"

- *Students make a group of four or five*

- *Each group gets a set of cards*

- *The students must keep their cards in secret.*

- *Students decide the turns.*

- *Students A who has the first turn to other student for example "Erlangga, give me your pen!" If Erlangga has the pen card then he must give his card to student A. If Erlangga does not have the card, it means that student A will not get any new card.*

- *Next turn is Student B.*

- *Student who gets the most cards is the winner.*

3. Closing (10 minutes)

m. The teacher asks the students what they have learned today.

n. The teacher asks the difficulties to the students.

- o. The teacher closes the lesson and invites the student to sing “*If You’re Happy*” song before to go home. After that she said *thank you* and *good bye* to the students.

F. Scoring

- m. Technique : written
n. Form : task
o. Instrument : enclosed

G. Scoring Guide

$$\frac{\text{right answer} \times 20}{2} = \text{score}$$

Yogyakarta, 31 Januari 2013

Researcher

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Indah Setyawati

NIM 06202241032

Worksheet 1

Nama : Andika aswari Purnama, J.

Animals

Tick the animal you watch on the video clip.

1.



hippopotamus
(.....)



rhinoceros
(.....✓.....)



horse
(.....)



zebra
(.....)

2.



elephant
(.....✓.....)



lion
(.....)



camel
(.....)



monkey
(.....)

3.



leopard
(.....)



elephant
(.....)



lion
(.....✓.....)



camel
(.....)

4.



deer
(.....)



bear
(.....✓.....)



leopard
(.....)



tiger
(.....)

5.



lion
(.....)



tiger
(.....)



bear
(.....)



leopard
(.....✓.....)

6.



tiger
(.....✓.....)



deer
(.....)



bear
(.....)



leopard
(.....)

7.



fox
(.....)



bear
(.....)



deer
(.....✓.....)



tiger
(.....)

8.



fox
(.....✓.....)



monkey
(.....)



giraffe
(.....)



deer
(.....)

9.



deer
(.....)



giraffe
(.....)



fox
(.....)



monkeys
(.....✓.....)

10.



monkeys
(.....)



deer
(.....)



fox
(.....)



giraffe
(.....✓.....)

100

Adinda Putri

Worksheet

Clothes

Tick the clothes based on the video clip you watch.

100

1.



(✓)



(.....)



(.....)



(.....)

2.



(.....)



(✓)



(.....)



(.....)

3.



(.....)



(.....)



(.....)



(✓)

4.



(.....)



(.....)



(✓)



(.....)

5.



(.....)



(✓)



(.....)



(.....)

6.



(.....)



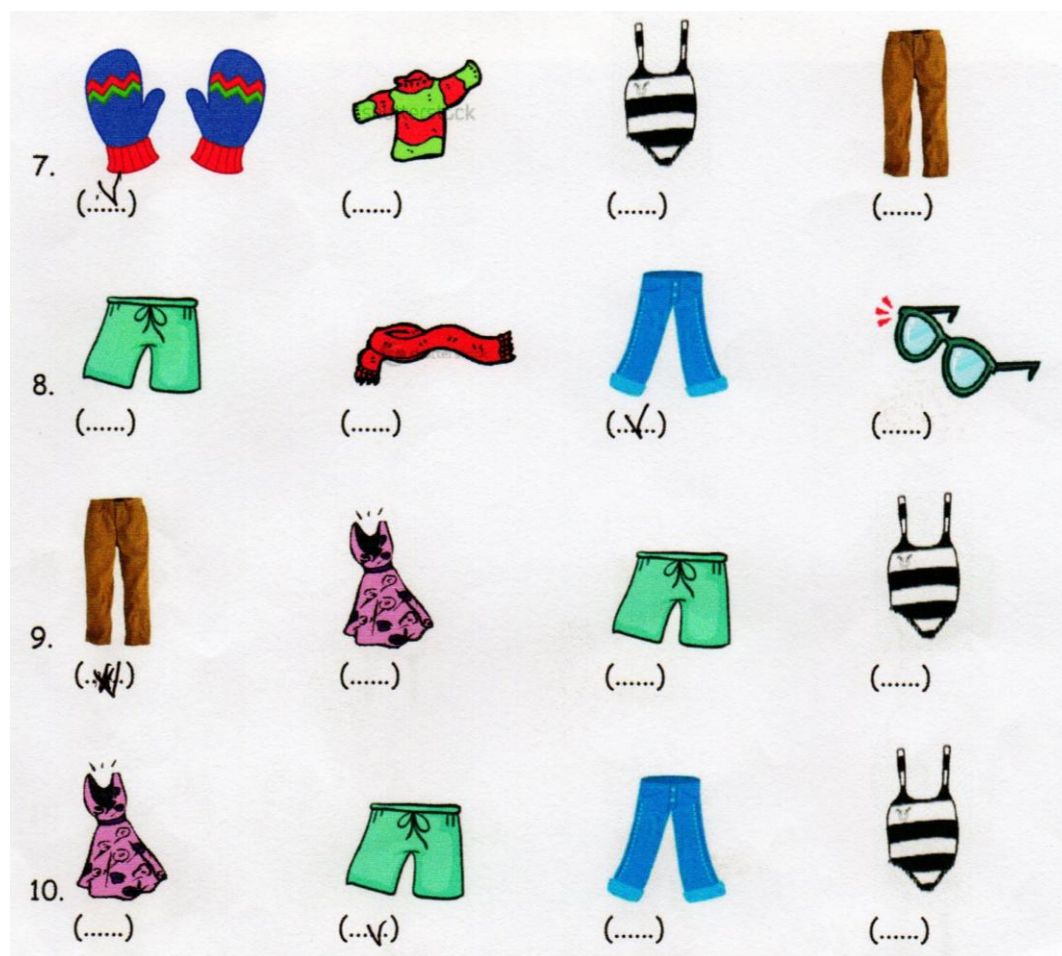
(.....)



(✓)



(.....)



























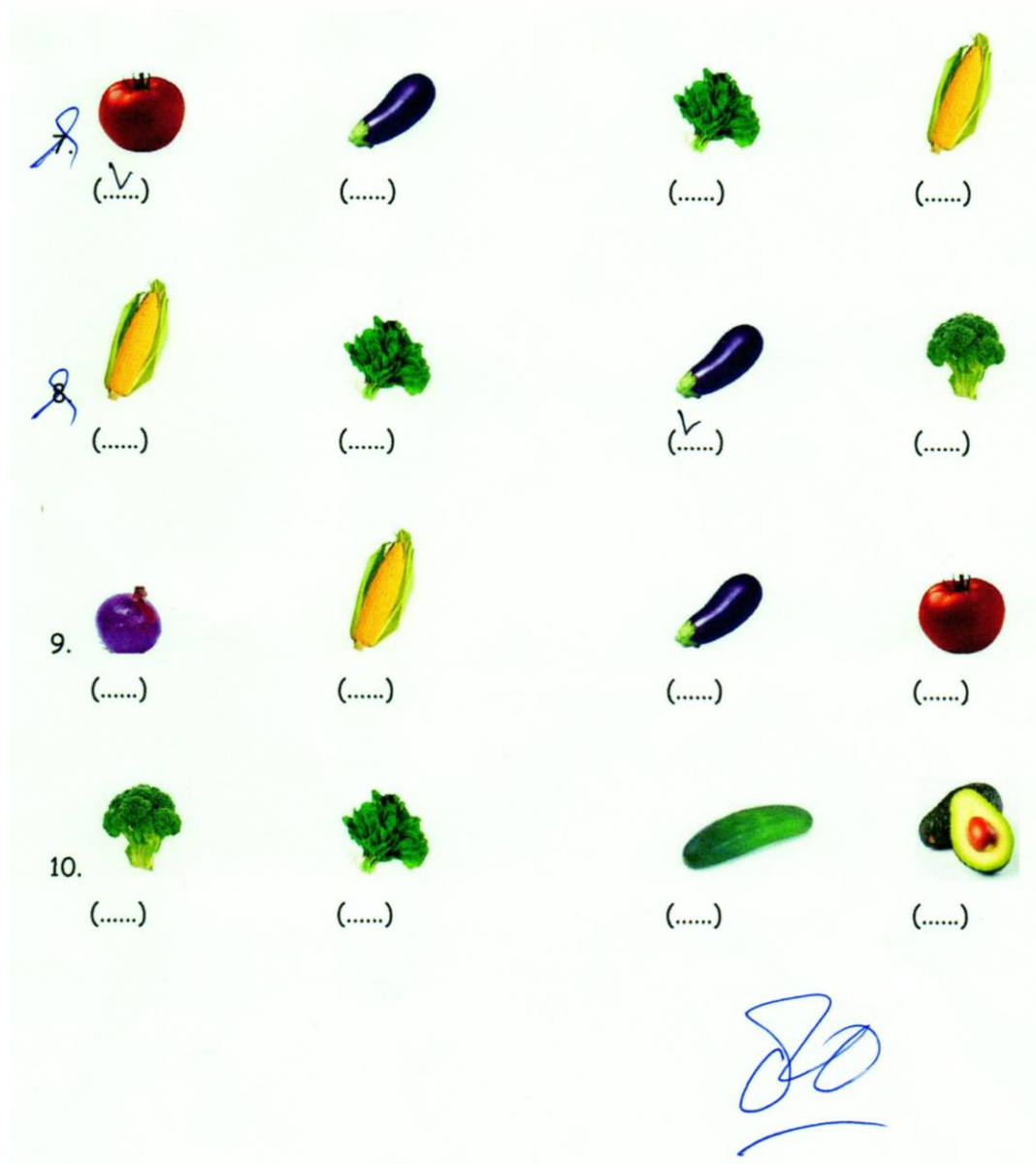
natania salsa bila c.p

Worksheet

Vegetables

Tick the vegetable based on the video clip you watch.

1.  (.....)	 (✓.....)	 (.....)	 (.....)
2.  (.....)	 (.....)	 (.....)	 (✓.....)
3.  (.....)	 (.....)	 (✓.....)	 (.....)
4.  (✓.....)	 (.....)	 (.....)	 (.....)
5.  (.....)	 (.....)	 (.....)	 (✓.....)
6.  (.....)	 (.....)	 (.....)	 (✓.....)



Questionnaire 1

Kepada : Adik-adik Kelas 4 SD Negeri Sutran
Sutran, Sabdodadi, Bantul

Dalam rangka penelitian tentang meningkatkan listening skill melalui video clips bagi siswa kelas 4 SD Negeri Sutran, maka pada kesempatan ini kakak meminta kesediaan adik-adik untuk mengisi kuesioner ini. Kuesioner ini tidak bermaksud untuk menguji kemampuan adik-adik dalam pelajaran bahasa Inggris, melainkan untuk mengetahui kebutuhan materi pelajaran bahasa Inggris untuk siswa kelas 4 SD Negeri Sutran. Jawaban dari kuesioner ini tidak akan mempengaruhi nilai pelajaran bahasa Inggris adik-adik. Oleh karena itu, kakak membutuhkan adik-adik untuk menjawab pertanyaan-pertanyaan berikut dengan jujur sesuai dengan keadaan dan kondisi adik-adik sekarang. Pengisian kuesioner ini bersifat sukarela dengan tanpa paksaan dari pihak manapun. Jawaban dari adik-adik dalam mengisi kuisisioner ini akan sangat membantu dalam penelitian ini. Jawaban dan identitas adik-adik akan kakak jamin kerahasiaannya sesuai dengan kode etik penelitian. Terimakasih.

Yogyakarta, 22 April 2013

Peneliti,

Indah Setyawati

NIM. 06202241022

A. Profil Siswa

Petunjuk pengisian:

Isilah titik-titik dibawah ini sesuai dengan kondisi adik-adik.

1. Nama : Wahyu Sri Wibawa.....
2. Umur : 10.....
3. Jenis kelamin : laki-laki.....
4. Alamat Rumah : Cangkering Semberagung Jatis Bantul
.....
.....
5. Nama Orangtua
 - a. Ayah : Dadi Jan.....
 - b. Ibu : Sumini.....
6. Pekerjaan Orangtua
 - a. Ayah : buruh.....
 - b. Ibu : buruh.....

B. Potensi Siswa

Petunjuk Pengisian: Berilah Tanda Centang (✓) pada kotak yang tersedia sesuai dengan keadaan adik-adik.

Perhatikan contoh pengisiannya:

SS jika “Sangat Sesuai” dengan keadaan saya

S jika “Sesuai” dengan keadaan saya

KS jika “Kurang Sesuai” dengan keadaan saya

TS jika “Tidak Sesuai” dengan keadaan saya

Contoh Pengisian:

No	Pernyataan	SS	S	KS	TS
1	Saya suka pelajaran Bahasa Inggris		✓		
2	Saya suka mendengarkan lagu bahasa Inggris			✓	

Berilah Tanda Centang (✓) pada kotak yang tersedia sesuai dengan keadaan adik-adik.

No	Pernyataan	SS	S	KS	TS
1.	Saya suka pelajaran Bahasa Inggris			✓	
2.	Saya suka mendengarkan lagu bahasa Inggris		✓		
3.	Saya lebih paham jika diterangkan dengan gambar.	✓			
4.	Saya mudah mengerti apa yang diucapkan guru dalam bahasa Inggris.			✓	
5.	Saya suka menonton film berbahasa Inggris.		✓		
6.	Saya merasa kesulitan ketika guru berbicara menggunakan bahasa Inggris.			✓	
7.	Saya suka melihat dan mendengarkan video berbahasa Inggris.		✓		
8.	Saya lebih suka belajar secara berpasangan.			✓	
9.	Saya lebih suka belajar secara berkelompok.		✓		
10.	Saya lebih suka latihan mendengarkan dengan manual (dengan mendengarkan melalui guru).		✓		

12.	Saya lebih bisa memahami latihan mendengarkan kata, frasa, atau kalimat berbahasa Inggris dengan media (melalui tape, video, dll).		✓		
13.	Saya kesulitan memahami kata-kata yang didengarkan melalui media (tape, video, dll).			✓	
14.	Saya suka mengeluh ketika mengerjakan soal listening bahasa Inggris.		✓	✓	
15.	Saya sering tidak fokus ketika latihan mendengarkan kata, frasa, atau kalimat berbahasa Inggris.	✓			
16.	Saya suka membuat suara atau keributan yang bisa mengganggu konsentrasi teman ketika sedang mengerjakan latihan listening			✓	
17.	Saya tidak bisa berkonsentrasi mengerjakan latihan listening jika suasana diluar kelas tidak tenang.	✓			
18.	Saya kerap berdiskusi dengan teman ketika mengerjakan latihan listening.			✓	
19.	Saya tidak suka berdiskusi dengan teman ketika mengerjakan latihan listening.		✓		
20.	Terkadang saya meminta guru untuk mengulangi ketika saya tidak jelas dalam mendengarkan latihan listening.			✓	

21. Berikut ini adalah beberapa bentuk **kegiatan** selama pelajaran bahasa Inggris.

Pilihlah **tiga kegiatan** dibawah ini yang adik-adik paling sukai dengan cara memberikan tanda silang (X) pada pilihan a, b, c, d, e, f, g, h, i atau j.

- ☒ a. Permainan
- ☒ b. Menyanyi
- c. Bermain peran (seperti drama)
- ☒ d. Mendengarkan cerita
- e. Mendengarkan penjelasan dari guru
- f. Mengerjakan soal-soal latihan

- g. Belajar bahasa Inggris sambil membuat suatu barang/benda
- h. Menerjemahkan suatu bacaan
- i. Wawancara
- j. Diskusi
- k. lainnya.

Kepada: Yth. Observer

Di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris. Pada saat ini saya sedang melakukan penelitian dengan judul *Increasing The Fourth Grade Students' Listening Skill by Video Clips at SD Negeri Sutran*. Penelitian ini bertujuan untuk meningkatkan kemampuan mendengarkan siswa dalam mata pelajaran bahasa Inggris di SD Negeri Sutran.

Untuk membantu kelancaran penelitian ini diperlukan observer yang mengamati kelas selama berlangsungnya proses penelitian. Oleh karena itu saya meminta bantuan bapak/ibu/saudara untuk menjadi observer selama penelitian berlangsung. Atas ketersediaannya, saya ucapkan terimakasih.

Yogyakarta, 28 April 2013

Peneliti,

Indah Setyawati

NIM. 06202241032

Lembar Observasi Kelas Untuk Guru Bahasa Inggris

Nama Observer :
 Tanggal :
 Kelas :
 Unit/Topik :

A. Isilah tabel di bawah ini sesuai dengan keadaan siswa saat implementasi berlangsung dengan mengisi prosentase (%) dari jumlah anak pada kolom “frekuensi Jumlah Anak” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan pada pernyataan dengan ketentuan sebagai berikut:

- (Ya) jika jawaban Sesuai dengan keadaan siswa saat proses penelitian berlangsung.
 (Tdk) jika jawaban Tidak Sesuai dengan keadaan siswa saat proses penelitian berlangsung.

Cntoh pengisian:

No	Pernyataan	Frekuensi Jumlah Siswa		Uraian
		Ya	Tdk	
1	Siswa terlihat antusias dengan pembelajaran listening yang diberikan.	12	25	- Sebagian kecil siswa masih terlihat bosan dan mengantuk. - ... - ...
2	Siswa mendengarkan dengan seksama setiap pembelajaran listening			- Sebagian kecil siswa terlihat bersenda gurau dengan temannya.

	yang diberikan.			- ...
				- ...

Isilah tabel berikut sesuai dengan petunjuk yang diterangkan pada halaman sebelumnya.

No	Pernyataan	Frekuensi		Uraian
		Ya	Tdk	
1	Siswa terlihat antusias dengan pembelajaran listening yang diberikan.	35 anak	~	
2	Siswa mendengarkan dengan seksama setiap pembelajaran listening yang diberikan.	30 anak	5 anak	
3	Siswa merespon dengan tepat selama pembelajaran listening.	26 anak	9 anak	
4	Siswa terlihat kesulitan selama pembelajaran listening berlangsung.	10 anak	25 anak	
5	Siswa bertanya kepada siswa lain ketika mengerjakan listening task.	10 anak	25 anak	
6	Siswa terlihat percaya diri mengerjakan listening task.	30 anak	5 anak	
7	Siswa mengeluh saat mengerjakan listening tasks.	4 anak	31 anak	
8.	Siswa terlihat bosan	~	35	

	selama pembelajaran listening.			
9.	Siswa termotivasi dengan adanya video clips dalam pelajaran bahasa Inggris.	35 anak	-	
10.	Video clips yang diberikan sesuai dengan topik pembelajaran.	100%	-	
11.	Video clips yang diberikan sesuai dengan karakter siswa.	100%		
12.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	100%		
13.	Guru memberikan perintah dengan jelas.	90%		
14.	Guru memberikan feedback dengan jelas.	90%		

B. Berikanlah komentar anda mengenai kondisi di kelas selama proses penelitian berlangsung dengan menjawab pertanyaan berikut ini.

15. Menurut anda apakah proses penelitian ini dapat berlangsung dengan baik?

Berlangsung cukup baik.

16. Berdasarkan pengamatan anda secara keseluruhan, berapa persenkah anak yang mampu merespon dengan baik dalam pembelajaran listening ini?

kurang lebih 90%

17. Apa sajakah kekurangan yang terdapat selama proses penelitian ini berlangsung?

Pemberian instruksi lebih jelas lagi
karena ini pertama kali bagi anak-anak
"listening with video clip"

Students' Listening Score in Pre-action

No	Name	Score
1	Adinda Putri Puspitasari	80
2	Afrida Fikri Hanifah	90
3	Akhod Al-Hidayat	100
4	Andika Aquarel Purnama Jati	90
5	Anggi Pramudita Eria Putri	90
6	Anggi Puji Lestari	90
7	Aprilia Trias Brilianti	100
8	Bima Yoga Tama Saputra	90
9	Dea Ayu Elvina	90
10	Deva Rizki Mahardika	100
11	Erina Eka Yunia Rahma	90
12	Erlangga Bayu Saputra	90
13	Farida Inayati	90
14	Garnis Meita Putri Tito	90
15	Haris Choirul Huda	80
16	Hasnanenda Luffi Amadea	100
17	Ilzam Arifin	90
18	Isna Nur Apriani	100
19	Juliano Naufal Hakim	100
20	Karima Rahma Nisa	90
21	Karunia Utami	90
22	Kharismawati	90
23	Kurdo Panggih R	90
24	Marzel Aprilio Nugroho	100
25	Muhamad Romli	100
26	Muhammad Bagas A	90
27	Nanang Iqbal C	90
28	Nasya Aprilia Windiyasari	90
29	Nathania Salsabila C D	80
30	Nur Fauzan Rakasiwi	100
31	Rafii Darmawan Putra	90
32	Sherlly Khrisnanda	90
33	Stefani Dean Joevanka	100
34	Qurniawan Adh Dhuha	90
35	Wahyu Tri Wibowo	90
36	Yudha AN	90

Total: 3140

Mean: 87.23

Students' Listening Score in Cycle 1

No	Name	Score Meeting 1	Score Meeting 2	Score Meeting 3	Mean Score
1	Adinda Putri Puspitasari	80	90	100	90
2	Afrida Fikri Hanifah	80	90	100	90
3	Akhod Al-Hidayat	90	100	100	96,67
4	Andika Aquarel Purnama Jati	100	100	100	100
5	Anggi Pramudita Eria Putri	80	90	100	90
6	Anggi Puji Lestari	80	90	90	86,67
7	Aprilia Trias Brilianti	90	100	100	96,67
8	Bima Yoga Tama Saputra	80	90	90	86,67
9	Dea Ayu Elvina	90	90	90	90
10	Deva Rizki Mahardika	90	100	100	96,67
11	Erina Eka Yunia Rahma	80	90	100	90
12	Erlangga Bayu Saputra	90	90	100	93,34
13	Farida Inayati	80	90	90	86,67
14	Garnis Meita Putri Tito	80	90	100	90
15	Haris Choirul Huda	70	80	90	80
16	Hasnanenda Luffi Amadea	100	100	100	100
17	Ilzam Arifin	90	100	100	96,67
18	Isna Nur Apriani	90	100	100	96,67
19	Juliano Naufal Hakim	100	100	100	100
20	Karima Rahma Nisa	90	100	100	96,67
21	Karunia Utami	80	90	90	86,67
22	Kharismawati	80	90	90	86,67
23	Kurdo Panggih R	90	90	100	93,34
24	Marzel Aprilio Nugroho	100	100	100	100
25	Muhamad Romli	80	90	100	90
26	Muhammad Bagus A	100	100	100	100
27	Nanang Iqbal C	90	90	100	93,34
28	Nasya Aprilia Windiyasari	80	90	90	86,67
29	Nathania Salsabila C D	80	80	90	83,34
30	Nur Fauzan Rakasiwi	90	90	100	93,34
31	Rafii Darmawan Putra	80	90	90	86,67
32	Sherlly Khrisnanda	90	90	100	93,34
33	Stefani Dean Joevanka	100	100	100	100
34	Qurniawan Adh Dhuha	90	90	100	93,34
35	Wahyu Tri Wibowo	80	90	100	90
36	Yudha AN	80	90	100	90

Total: 3320

Mean: 92.23

Students' Listening Score in Cycle 2

No	Name	Score Meeting 1	Score Meeting 2	Mean Score
1	Adinda Putri Puspitasari	100	100	100
2	Afrida Fikri Hanifah	90	100	95
3	Akhod Al-Hidayat	100	100	100
4	Andika Aquarel Purnama Jati	100	100	100
5	Anggi Pramudita Eria Putri	90	100	95
6	Anggi Puji Lestari	100	90	95
7	Aprilia Trias Brilianti	100	100	100
8	Bima Yoga Tama Saputra	90	90	90
9	Dea Ayu Elvina	100	90	95
10	Deva Rizki Mahardika	100	100	100
11	Erina Eka Yunia Rahma	100	100	100
12	Erlangga Bayu Saputra	100	100	100
13	Farida Inayati	90	90	90
14	Garnis Meita Putri Tito	100	100	100
15	Haris Choirul Huda	100	100	100
16	Hasnanenda Luffi Amadea	100	100	100
17	Ilzam Arifin	100	100	100
18	Isna Nur Apriani	100	100	100
19	Juliano Naufal Hakim	100	100	100
20	Karima Rahma Nisa	100	100	100
21	Karunia Utami	90	90	90
22	Kharismawati	100	90	95
23	Kurdo Panggih R	100	100	100
24	Marzel Aprilio Nugroho	100	100	100
25	Muhamad Romli	90	100	95
26	Muhammad Bagas A	100	100	100
27	Nanang Iqbal C	100	100	100
28	Nasya Aprilia Windiyasari	90	100	95
29	Nathania Salsabila C D	80	100	90
30	Nur Fauzan Rakasiwi	90	100	95
31	Rafii Darmawan Putra	90	90	90
32	Sherlly Khrisnanda	100	100	100
33	Stefani Dean Joevanka	100	100	100
34	Qurniawan Adh Dhuha	90	100	95
35	Wahyu Tri Wibowo	90	100	95
36	Yudha AN	100	100	100

Total: 3500

Mean: 97.23



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0392d/UN.34.12/DT/IV/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

19 April 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Increasing the Fourth Grade Students' Listening Skill by Video Clips at SD Negeri Sutran

Mahasiswa dimaksud adalah :

Nama : INDAH SETYAWATI
NIM : 06202241032
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Mei 2013
Lokasi Penelitian : SD Negeri Sutran - Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SD Negeri Sutran - Bantul



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/3426/V/4/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY Nomor : 0392d/UN.34.12/ DT/IV/2013
Tanggal : 19 April 2013 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : INDAH SETYAWATI NIP/NIM : 06202241032
Alamat : KARANGMALANG, YOGYAKARTA
Judul : INCRAESING THE FOURTH GRADE STUDENTS' LISTENING SKILL BY VIDEO CLIPS
AT SD NEGERI SUTRAN
Lokasi : SD NEGERI SUTRAN Kota/Kab. BANTUL
Waktu : 19 April 2013 s/d 19 Juli 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 19 April 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / 1139

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/3426/V/4/2013
Tanggal : 19 April 2013 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :
Nama : **INDAH SETYAWATI**
P. T / Alamat : UNY, KARANGMALANG YK
NIP/NIM/No. KTP : 062/02241032
Tema/Judul : **INCREASING THE FOURTH GRADE STUDENTS LISTENING SKILL BY VIDEO CLIPS AT SD NEGERI SUTRAN**
Kegiatan :
Lokasi : SD N Sutran Sabdodadi
Waktu : 19 April 2013 s/d 19 juli 2013
Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 07 Mei 2013



A.n. Kepala,
Sekretaris,
Ub.
Ka Subbag Umum

Elis Fitriyati, SIP., MPA
NIP. 19690129 199503 2 003

Tembusan disampaikan kepada Yth.

- 1 Bupati Bantul (sebagai laporan)
- 2 Ka. Kantor Kesbangpolinmas Kab. Bantul
- 3 Ka. Dinas Pddkn Dasar Kab. Bantul
- 4 Ka. SD N Sutran Sabdodadi
- 5 Yang Bersangkutan